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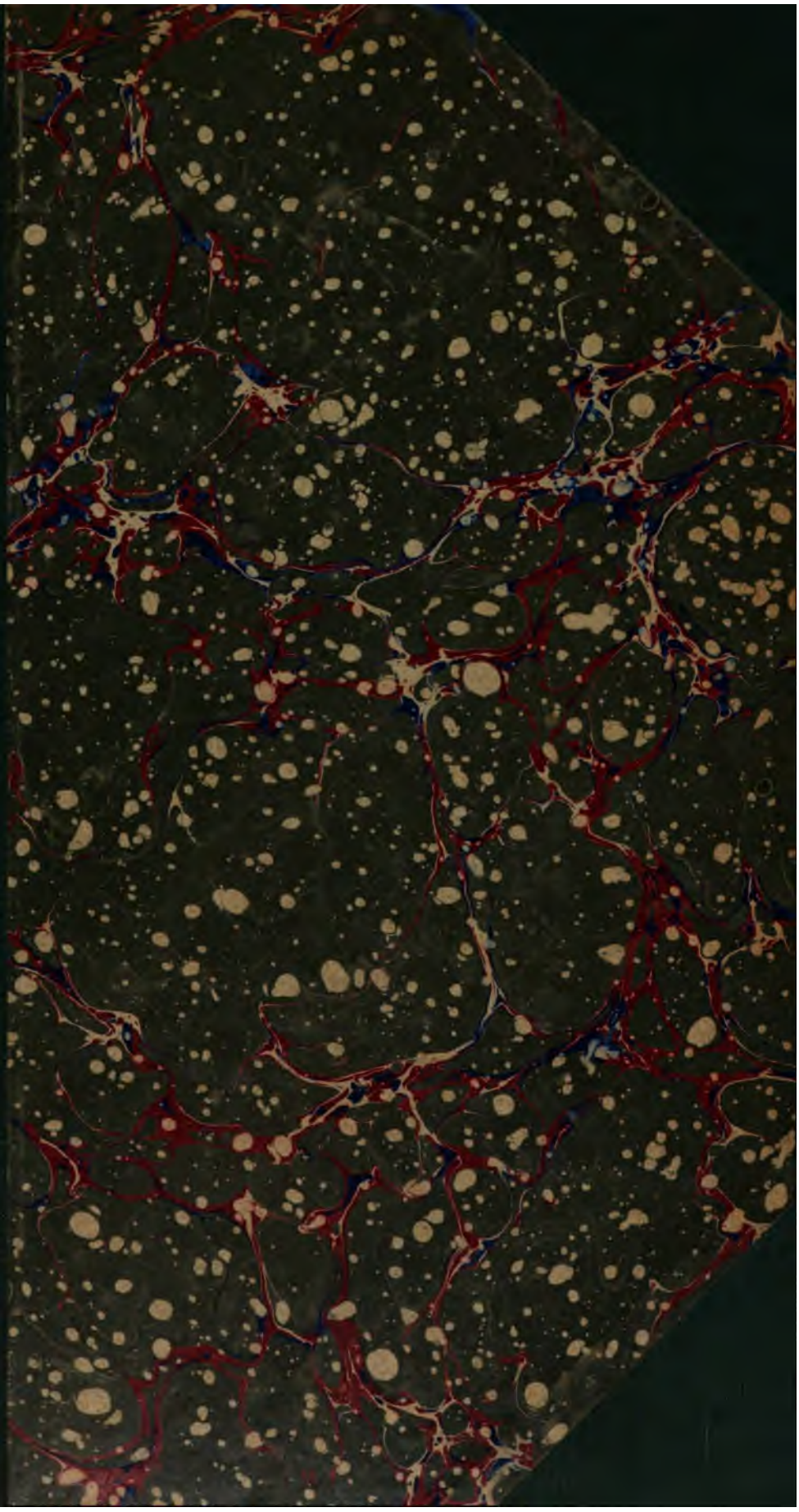

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ANNUAL REPORT

OF THE

SUPERINTENDENT OF EDUCATION

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA.

FOR THE YEAR ENDED 31st JULY, 1900.

GRADUATE SCHOOL OF EDUCATION
HARVARD UNIVERSITY

APR 11 1902

HALIFAX, NOVA SCOTIA:
COMMISSIONERS OF PUBLIC SCHOOLS—CHAS. MACK,
KING'S PRINTER.
1901.

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FOR THE YEAR ENDED 31st JULY, 1900.

HALIFAX, NOVA SCOTIA:
COMMISSIONER OF PUBLIC WORKS AND MINES,
KING'S PRINTER.
1901.

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Distribution Unlimited

EDUCATION OFFICE.

HALIFAX, *February, 1901.*

SIR,—

I have the honor to transmit herewith, to be laid before His Honor the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended 31st July, 1900.

I am, with respect,

Your obedient servant,

A. H. MACKAY,

Superintendent of Education.

To the HON. GEORGE H. MURRAY, M. P. P.,

Provincial Secretary.

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PART I.

GENERAL REPORT, 1900.

ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA.

1899-1900.

To His Honor, Hon. Alfred Gilpin Jones,
Lieutenant-Governor of Nova Scotia:

May it Please your Honor,—

I beg, in accordance with the law, to submit my Annual Report on the Public Schools of the Province, for the School Year ended 31st July, 1900.

For much detail otherwise necessary in an annual report, I submit as supplementary, the April and October issues of the *Journal of Education*, sent free according to law to every board of public school trustees in the Province. They contain, among other information, the names of the teachers employed in the schools, the amount of the provincial grant paid each, the amount of the county fund paid each section, the names and classes of the teachers licensed, and of the graduates of the Normal School, the names and standing of those who obtained "pass" certificates of the four Provincial high school grades, the Provincial examination question papers, the courses of study for various kinds of schools, and the latest amendments of the school law.

GENERAL SUMMARY.

The number of schools increased from 2,390 to 2,417.

The number of school sections without schools diminished from 146 to 132.

The number of teachers increased from 2,494 to 2,557.

The total number of pupils decreased slightly—from 100,617, to 100,129. The number of children under fifteen years of age, however, increased from 91,809, to 92,078—the decrease being among those over fifteen years of age, due probably to the increasing demand for industrial employment.

The schools were, on an average, nearly a day and a half longer in session—the average number of days schools were in session for the

year, having risen from 203.3 days to 203.7. Thus, there were not only more schools in session, but the average time of the whole in session was also increased.

The number of Normal School trained teachers increased from 840 to 887, showing a steady growth since 1893, as indicated in the following series: 403, 499, 616, 690, 752, 798, 840 and 887. This is clear evidence that there has been a steady trend during the last eight years in favor of the employment of trained teachers.

The standard of scholarship of new teachers has been raised during the year, and will continue to advance gradually.

The age limit of new teachers of Classes D, C, and B has also been advanced—by one year. Hence an improvement in the maturity of new teachers, and all that greater maturity implies.

The total amount voted by the ratepayers for school purposes increased from $447,906 to $519,620, the main increase, $58,736. being for building and repairs. The proportion expended for teachers was slightly less than the previous year—by $3,533.

The small decrease in salaries affected only the higher classes of teachers—A and B. The salaries of the lower classes—C and D—actually increased.

Increased time appears to have been given to the following common school subjects: Calisthenics, Singing, Nature lessons, Spelling and Dictation, English Composition, Writing, Bookkeeping, History, Drawing and Arithmetic.

The number of schools doing some high school work increased slightly, but the number of pupils doing high school work diminished.

The number of Teachers' Licenses granted each year, from 1893 to 1900, are as follows: 218, 250, 365, 513, 571, 753, 796, and 913. This shows we can now afford to raise the standard of the teacher's qualifications.

The numbers of high school pupils examined and passed each year from 1892 to 1900, are as follows:

	1892.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Examined	1432	1506	1922	2399	2517	2917	3304	3377	3459
Passed	175	598	760	684	1313	957	1229	1571	1898

The Normal School and the affiliated School of Agriculture are being improved by the addition of a new building, with ample laboratory accommodation for the various natural sciences. In addition, the public schools of Truro, including the Macdonald Manual Training School in Wood-work, and the School of Domestic Science, have been affiliated to the Normal School for the purpose of exercise in teaching and, in the case of the latter schools, for general instruction and for the preparation of special Manual Training teachers.

Under the legislation of the year, offering a maximum grant of $600 to each school section qualifying for it, three schools in Woodwork and two in Domestic Science have given notice of intention to qualify, and are now in operation.

STATISTICAL ABSTRACT.

1.—Sections.

	1899.	1900.	Decrease.	Increase.
School Sections in Province	1881	1875	6	....
Sections without Schools	146	132	14	....

2.—Schools.

Schools in operation	2390	2417	....	27
" session 50 days or under	7	9	....	2
" " 50 to 100 days	32	30	2	....
" " 100 to 150 days	106	117	....	11
" " 150 to 200 days	208	235	....	27
" " 200 (and less than full term)	1134	1138	....	4
" " full term	903	888	15	....
Average days in session	202.3	203.7	....	1.4

3.—Teachers.

Number of Teachers	2494	2557	....	63
" " Normal trained	840	887	....	47
Class A., Male Teachers	62	70	....	8
" A., Female "	17	19	....	2
" B., Male "	135	143	....	8
" B., Female "	253	270	....	17
" C., Male "	193	184	9	....
" C., Female "	761	761	....	....
" D., Male "	204	219	....	15
" D., Female "	869	891	....	22
Total Male Teachers	594	616	....	22
Total Female Teachers	1900	1941	....	41
New Teachers	373	463	....	90
Teachers, service 1 year or under	572	656	....	84
" " 1 to 2 years	306	274	32	....
" " 2 to 3 years	250	238	12	....
" " 3 to 4 years	189	227	....	38
" " 4 to 5 years	160	163	....	3
" " 5 to 7 years	299	258	41	....
" " 7 to 10 years	255	275	....	20
" " 10 to 15 years	202	216	....	14
" " 15 to 20 years	129	114	15	....
" " 20 to 30 years	107	108	....	1
" " 30 years and over	25	28	....	3
New Licenses issued (all classes)	796	913	....	117

4.—Attendance.

	1899.	1900.	Decrease.	Increase.
Pupils on register, 1st quarter.....	82,016	81,972	44	....
" " 2nd "	90,514	90,181	333	....
" " 3rd "	93,763	93,475	288	....
" " 4th "	100,623	99,670	953	....
Av. Daily Attendance, 1st "	56,480	57,148	....	668
" " 2nd"	52,956	54,106	....	1150
" " 3rd "	50,967	51,857	....	890
" " 4th "	55,899	54,035	1864	....
Total Days' Attendance for year.	11,359,379	11,318,771	40,608	....

5.—Classification of Pupils.

Grade I. (and Kindergarten)	18,709	18,798	....	89
" II.....	12,970	13,257	....	287
" III.....	12,347	12,256	91	....
" IV.....	13,087	12,816	271	....
" V.....	10,876	10,666	210	....
" VI.....	8,814	9,014	....	200
" VII.....	9,089	8,825	264	....
" VIII.....	7,151	7,248	....	97
Total in Common Schools.....	93,043	92,880	163	....
Grade IX.....	4,709	4,391	318	....
" X.....	2,018	1,894	124	....
" XI.....	736	865	....	129
" XII.....	111	99	12	....
Total in High Schools.....	7,574	7,249	325	....
Total in Public Schools.....	100,617	100,129	488	....
Wrote at High School Exams.....	3,377	3,459	....	182
Passed in Grades written for.....	1,571	1,898	....	327
Full Academic High School Pupils..	1,761	1,618	143	....
Full non-Academic " "	4,034	4,053	....	19
Partial High School Pupils.....	1,779	1,578	201	....

6.—Section Statistics.

	1899.	1900.	Decrease,	Increase.
Property in section....	$80,993,474	$82,641,987	....	$1,648,513
School property in sec..	1,639,158	1,675,629	....	36,471
Vote at annual meeting	447,906	519,620	....	71,714
Buildings and repairs..	61,819	120,551	....	58,732
Teachers' salaries.....	384,214	380,681	$3533	.....
Vols. in school libraries	12,443	14,334	....	1,891
Maps, charts, globes, &c	7,617	7,991	....	374
Scientific app. and col....	12,841	16,271	....	3,430
Total lit. and scien. app.	52,100	55,132	....	3,032

7.—Total Expenditure.

	1899.	1900.	Decrease.	Increase.
Total Provincial Grant	$246,462	$248,309	....	$ 1,847
Total County Funds	120,082	119,923	$159	.....
Total Sec. Assessment	447,906	519,620	....	71,714
Tot'l expenditure, Pub. Education	$814,450	$887,852	....	$73,402

8.—Enrolment and Average Attendance of Pupils.

	1899.	1900.	Decrease.	Increase.
Total annual enrolment	100,617	100,129	488	.....
Daily present on an average	55,919	56,224	....	305

9.—Total Cost per Pupil.

In annual enrolment	$ 8.09	$ 8.86	....	$0.77
Daily present on an average	14.57	15.79	....	1.22

10.—Cost to (*a*) Section, (*b*) County, (*c*) Province.

(*a*) Section Assessment per Pupil.

In annual enrolment	$ 4.45	$ 5.18	....	$0.73
Daily present on an average	8.01	9.24	....	1.23

(*b*) County Assessment per Pupil.

In annual enrolment	$ 1.19	$ 1.19	....	....
Daily present on an average	2.14	2.13	$0.01	....

(*c*) Provincial Grant per Pupil.

In annual enrolment	$ 2.44	$ 2.48	....	$0.04
Daily present on an average	4.40	4.41	....	0,01

HISTORICAL AND COMPARATIVE STATISTICS.

The historical and comparative statistics given in the following tabulations are of general interest, and explain themselves without the aid of comment:

HISTORICAL CONSPECTUS OF PUBLIC SCHOOL STATISTICS.

BEFORE THE FREE SCHOOL SYSTEM.

Year.	Average No. of Teachers, Winter and Summer.	Average No. of Pupils enrolled, Winter and Summer.	Local Funds, $4 = £1.	Provincial Grants, $4 = £1.	Total Cost of Schools.	Annual Cost per Pupil "enrolled."	Remarks.
1820	.....	.....	.....	.....	$ 34,720	.....	Common Schools only.
4	217	5,514	.....	.....	.....	.....	
8	.....	6,639	.....	.....	.....	.....	
9	.....	12,000	.....	.....	.....	.....	
1831	375	12,941	$ 48,792	.....	.....	.....	
2	423	11,771	31,367	$ 7,338	38,705	$3 29	
3	457	13,161	57,602	16,628	74,230	5 64	
4	444	12,573	37,468	17,865	55,333	4 40	
5	530	15,292	49,813	27,323	77,136	5 04	
6	550	16,000	60,000	28,000	78,000	4 88	
1841	648	20,910	.....	.....	.....	.....	Common and High Schools.
2	854	29,382	83,973	36,112	120,095	4 09	
3	939	29,723	92,272	34,396	126,668	4 26	
4	935	30,979	88,190	36,255	124,445	4 02	
6	1001	33,960	79,828	37,712	117,540	3 46	
7	1041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,328	100,556	42,368	142,924	5 64	J. W. Dawson.
1	878	20,579	93,611	42,675	136,286	4 61	"
2	967	32,762	107,107	47,982	155,389	4 74	"
.....	.....	.....	.....	.....	.....	.....	
4	907	31,010	103,608	46,642	150,250	4 85	M. & R.
.....	.....	.....	.....	.....	.....	.....	
6	.....	31,307	104,047	42,355	146,402	4 68	A. Forrester.
7	1002	34,356	128,222	53,519	181,741	5 29	"
8	1127	33,742	129,672	53,319	182,991	5 42	"
9	1061	35,581	135,041	46,891	181,932	5 11	"
1860	1059	35,293	121,873	45,742	167,615	4 75	"
1	1043	33,652	129,775	46,833	176,608	5 25	"
2	1092	36,087	129,999	47,888	177,887	4 93	"
3	1072	37,483	130,664	45,472	176,136	4 70	"
4	1112	35,405	115,226	47,930	163,156	4 61	T. H. Rand.

UNDER THE FREE SCHOOL SYSTEM—SEMI-ANNUAL TERMS.

Years.	Av. No. of Teachers, W. and S. Terms	Average enrolment of Winter and Summer Terms.	Average Daily Attendance, Winter & Summer Terms.	Av % of enrolments in Daily Attendance.	School Section Assessments.	County Assessment.	Provincial Grants.	Total cost of Public Education.	Annual cost per Pupil in Daily Attendance.	Remarks.
1865	916	39,461	23,572	60.0	$124,673	.....	$ 87,085	$211,758	$ 8.98	Rand.
6	1059	50,574	29,239	57.8	176,252	$ 55.462	136 821	368,533	12.60	
7	1310	65,896	36 943	56.1	262,913	91,477	162,000	516,390	13.98	
8	1390	68 612	39,731	58.2	298,659	91,958	164,750	555,367	13.98	
9	1515	74,139	43,078	58.1	286,754	91,760	167,387	545,901	12.67	
1870	1569	75,279	42,177	56.0	266,160	91,762	174,602	532,524	12.62	Hunt.
1	1620	75,995	43,612	57.4	247,209	91,762	176,174	515,145	11.81	
2	1592	73 638	40,806	55.4	245,759	95,461	171,395	512,615	12.56	
3	1624	74,297	41,392	55.3	265,274	105,029	165,562	535 865	12.94	
4	1658	76,277	44,143	55.0	287,349	107,301	175,013	569,663	12.90	
5	1775	79,123	44,229	55.3	320,130	107,396	185,565	613,091	13.86	
6	1810	79,813	45,373	56.3	338,838	106,781	194,605	640,224	14.11	
7	1888	82,364	46,690	56 8	324,550	106,833	204,266	635,649	13.61	Allison.
8	1954	82,846	48,951	59.0	368,282	106,920	208,115	683,317	13.96	
9	1985	82 998	45,857	55.4	.....	107,181	205,575	.....	.....	
1880	1809	76,393	42,580	55.7	281,561	107,181	196,217	584,959	13.74	
1	1881	78,828	43,461	55.1	286,086	106,695	185,519	578,300	13.36	
2	1932	79,042	43,746	55.3	290,564	106,949	184,627	582,140	13.31	
3	1961	80,477	45,650	56.7	316 477	120,340	186,088	622,905	13.65	
4	2014	82,153	47,280	57 5	314,172	120,345	191,124	625,641	13 23	
5	2054	84,025	48,398	57.8	334,044	120,328	199,188	653,560	13.50	
6	2111	85,714	51,142	59.6	321,954	120,377	209,834	652,165	12.75	
7	2143	85,474	50,655	58.5	337,216	119 047	216,085	672 348	13.43	
8	2153	84,534	48,707	57.6	346,314	118,485	211,196	675,995	13.88	
9	2182	84,429	50,038	59.2	341,716	118,281	212 922	672,919	13.45	
1890	2214	85,482	49,620	58 0	377 529	118,349	213,434	709,312	14.25	
1	2229	83,548	49,347	59.0	393,077	118,301	213,906	725,284	14.69	MacKay
2	2268	85,077	50,975	59.8	410,017	120,127	216,430	746,574	14.65	

UNDER THE FREE SCHOOL SYSTEM—ANNUAL TERMS.

Year.	No. of Teachers.	Total Annual Enrolment.	Daily present on an average.	Av. % of enrolment in Daily Attendance.	School Section Assessments.	County Assessment.	Provincial Grants.	Total cost of Public Education.	Annual cost per Pupil in Daily Attendance.	Remarks.
1893	2319	94,899	50,103	52.8	$413,448	$ 89,623	$166,040	$669,112	$13.35	(¾year.)
4	2351	98,710	51,152	51.8	454,200	120,507	220,436	795,144	15.54	
5	2399	100,555	54 006	53.7	453,144	119,900	238,760	811,804	15.03	
6	2438	101,032	54,015	53.4	450,972	120,018	242,345	813,335	15.05	
7	2485	100,847	54,922	54.4	448,263	119,602	242,811	810 676	14.76	
8	2510	101,203	57,771	57.	473,104	119,869	245,837	838,810	14.52	
9	2494	100,617	55,916	55.5	447,906	120,082	246,462	814,450	14.56	
1900	2557	100,129	56,224	56.1	519,620	119,923	248,309	887,852	15.79	

SCHOOL EXPENDITURES PER CAPITA OF "AVERAGE ATTENDANCE" IN THE UNITED STATES OF AMERICA AND NOVA SCOTIA FOR THE SCHOOL YEARS ENDED AS FOLLOWS:

YEAR.	The United States.	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	Nova Scotia.
1871....	$15 20	$18 31	$10 27	$9 06	$14 87	$21 87	$11 81
1872....	15 93	18 86	10 46	9 08	16 36	23 57	12 56
1873....	16 06	19 89	9 25	8 39	16 53	25 04	12 94
1874....	15 85	19 89	9 01	7 55	16 57	24 36	12 90
1875....	15 91	20 17	8 98	7 51	16 69	26 85	13 86
1876....	15 70	19 14	8 05	6 70	16 91	26 35	14 11
1877....	14 64	17 89	7 68	6 25	15 93	24 69	13 61
1878....	13 67	16 55	7 21	5 98	15 08	25 82	13 96
1879....	12 97	16 05	6 76	5 65	14 22	23 39	
1880....	12 71	15 64	6 60	5 40	14 39	22 59	13 74
1881....	13 61	17 14	7 22	5 72	15 19	23 81	13 36
1882....	14 05	17 35	7 63	6 25	15 79	24 32	13 31
1883....	14 55	18 17	7 46	6 17	16 69	25 39	13 65
1884....	14 63	18 37	7 44	6 26	16 90	24 69	13 23
1885....	15 12	19 16	7 32	6 74	17 53	26 31	13 50
1886....	15 06	19 11	7 33	6 93	17 45	25 52	12 75
1887....	15 07	19 38	7 33	6 88	17 45	24 85	13 43
1888....	15 71	20 60	7 61	6 60	18 29	27 38	13 88
1889....	16 55	21 64	7 77	7 12	19 30	29 37	13 45
1890....	17 23	23 58	7 78	7 28	19 70	30 57	14 29
1891 ...	17 54	23 66	8 52	7 78	19 42	33 42	14 69
1892....	18 20	24 89	8 74	7 82	20 13	33 55	14 65
1893....	18 58	25 91	8 65	7 72	20 62	33 57	*13 35
1894....	18 62	26 21	8 61	7 58	21 29	29 06	15 54
1895....	18 41	26 84	8 58	7 69	20 26	27 32	15 03
1896....	18 76	28 45	8 87	7 60	20 09	27 16	15 05
1897....	18 67	28 77	9 32	7 09	19 75	25 86	14 76
1898....	18 86	29 33	9 25	7 07	19 56	28 23	14 52
1899....	18 99	29 11	9 79	6 92	20 32	26 52	14 56

* Three fourths of a year.

EXPENDITURE "PER PUPIL IN AVERAGE ATTENDANCE" IN EACH STATE OF U. S. A. AND IN NOVA SCOTIA, FOR THE YEAR 1899—ARRANGED IN ORDER OF AMOUNTS.

Nevada	$40 87	Utah	$19 00
Massachusetts	38 55	Oregon	18 93
Rhode Island	34 09	Wisconsin	17 88
District of Columbia	33 75	Missouri	16 93
Montana	33 17	Michigan	16 81
New York, Colorado	33 03	Kansas	15 54
		Maine	15 48
North Dakota	31 30	NOVA SCOTIA	14 56
California	30 33	Delaware	13 99
New Jersey	28 58	West Virginia	12 81
Connecticut	28 39	Idaho	12 75
Washington	27 98	Texas	12 10
Arizona	25 41	Oklahoma	10 93
Wyoming	24 52	Virginia	9 70
Illinois	24 28	New Mexico	9 12
Pennsylvania	23 66	Florida	9 03
South Dakota	22 96	Kentucky	8 58
Nebraska	22 52	Louisiana	7 70
New Hampshire	22 02	Georgia	7 39
Maryland	21 95	Arkansas	6 94
Iowa	21 89	Mississippi	5 21
Minnesota	21 81	Tennessee	4 62
Ohio	20 66	North Carolina	4 34
Vermont	20 30	South Carolina	3 96
Indiana	19 28	Alabama	3 59

COMMENTS ON STATISTICAL TABLES.

School Sections.

During the year, the 1881 school sections have been reduced to 1875. This indicates a much desired tendency—the absorption of weak sections into larger ones. Concurrent with this improvement is the reduction of the number of sections without school by 14, and the increase of the total number of schools in the Province by 27.

Of the 132 sections without school, many are only geographical areas which at one time had a temporary population. Some should have been consolidated with the neighboring sections, the schools of which are attended by the pupils, and a few are without schools on account of the difficulty of inducing a teacher to endure the rude condition of civilization in the communities for the salary offered.

The latter condition is now receiving the earnest attention of the inspectors, with a view to their amelioration. The absorption of the unnecessary sections will be facilitated by the Revised Statutes, which give the power of uniting sections, to the Boards of District School Commissioners, subject only to the ratification of the Council of Public Instruction.

I propose to recommend these Boards to renumber their school sections in consecutive order, so as to eliminate all fractional numbers, to absorb all small and weak sections where geographical conditions will admit of it, and otherwise to reorganize districts so as to give the best possible distribution of territory to each section to enable it to function effectively as a school section. A revision of the records of the boundaries of sections may be necessary in some inspectorates; and a uniform set of books and method of entry may be ultimately adopted. With one well-bound book for each District, one page or folio might be given to each section, the whole arranged in the order of their numbers; thus giving sufficient space for the recording of any changes made from time to time in any section on its own particular folio.

The conditions referred to in Inspector Copeland's report are altogether exceptional; but they call attention to the need of a uniform system. The rectification of the boundaries of school sections by a commission would be very costly; while it might also be open to the charge of arbitrary action and the insufficient consideration of local conditions. Perhaps the present Board of District Commissioners advised by the Inspectors, especially under the revised law, would be the most tactful authorities for the general rectification of boundaries and consolidation of sections. These Boards are composed of men as a rule selected on account of their general intelligence, sound judgment, and interest in public education.

TEACHERS.

The standard of licenses issued after the beginning of 1901 has been raised first by the higher scholarship required, and second by the enhanced maturity of teachers of classes D, C, and B, who are now required to be one year older than formerly.

The profession is also being elevated by the intelligent selection of trustees of schools, who have each year been employing progressively larger numbers of Normal-trained teachers. Without making attendance on the Normal School compulsory, the proportion of trained teachers employed has been growing rapidly and regularly simce the legislation of 1893, as will be seen in ample detail in the following table,—showing 887 Normal-trained teachers out of a total of 2557 employed during the year:

COUNTIES.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.
Annapolis	25	25	33	35	33	38	45	51
Antigonish	2	7	6	6	10	13	20	25
Cape Breton	17	22	29	33	34	41	43	49
Colchester	63	67	85	98	106	101	87	88
Cumberland	75	83	95	104	109	104	114	107
Digby	17	14	14	27	28	28	31	29
Guysboro	2	13	18	13	18	16	24	29
Halifax County	23	40	57	57	52	57	60	56
Halifax City	31	35	34	38	44	48	54	59
Hants	45	38	48	46	51	63	62	63
Inverness	7	7	17	20	21	24	25	31
Kings	23	35	48	43	49	40	40	52
Lunenburg	23	34	38	51	57	63	61	60
Pictou	20	33	41	49	56	53	52	56
Queens	5	7	7	15	10	15	13	18
Richmond	5	9	6	7	13	10	16	18
Shelburne	3	4	5	13	16	18	19	21
Victoria	4	4	9	6	7	19	20	15
Yarmouth	18	22	26	29	37	47	54	60
Totals	408	499	616	690	752	798	840	887

SCHOOL LIBRARIES.

School libraries are reported to have increased from 219 to 258 during the year. From Table VII. we find that the number of volumes increased from 12,443 to 14,334. This indicates the growth of the sentiment that the school library is an educational force which should be developed.

In the Revised Statutes it is clearly defined that school sections have the power to assess for the support of a school library as well as for other school purposes. In order to guide trustees in their selection of appropriate books, the Council of Public Instruction will be asked to recommend a list from which selections can be made.

Every school has also been recommended, through the *Journal of Education*, to provide proper shelving accommodation for a library. It is hoped this desirable extension of public school education may continue to grow, until each rural school section may have a library containing the best general literature together with the best reference works bearing on all of its possible local industries. To emphasize the importance of a school library, I recommend that a place for it be specified in a plan of a rural school house, to be published in the Manual of the School Laws.

The Teachers Employed.

Tables II. and III. give rather fully detailed statistics with reference to the number of each class and sex employed, and the period of service of those of the higher classes. The changes being made by the present legislation already referred to, tend to encourage teachers of higher scholarship, and to eventually cut off from admission to the profession the immature, such as are now represented by Class D (provisional). The change will come on very gradually, so that there will be no strain on the regular supply of teachers who are now in excess of the demand. The full effects of the movement cannot be expected to be very noticeable, therefore, until after the lapse of a few years.

Attendance of Pupils.

Tables IV., V. and VI., pages 8, 9 and 10, give the details of the character of attendance in each county, as well as for the whole Province. There is very little difference from that of the previous year; but that difference is on the *minus* side. It appears to be explained, in the Counties in which the diminutions have occurred, by the unusual industrial activity calling for a greater supply of labor. In the reports of the Inspectors of these Counties such an explanation is given.

Table X., page 14, confirms this view, for it shows that the attendance in the lower common school grades, grades I. to VI., is an increase on the previous year, the diminution having occurred mainly in the high school grades, IX. to XII. In other words, as compared with last year, the industrial activity referred to, withdrew some 325 from the high schools to industrial employments. From Table V. it is seen that while the pupils under 15 years increased by 269, those over 15 decreased by 757.

Variation of Population.

The statistics of enrolment and attendance of pupils appear to indicate that there may be a lessening of the population in some Counties, although there is a progressive increase in the Province taken as a whole. The following tables comparing the enrolment and "day's attendance" made in each County at periods, respectively, of *one* year, *six* years, and *ten* years, will be interesting from this point of view, as well as in view of the soon expected revelations of the census of Canada.

CHANGE IN THE *Enrolment* FROM THE PREVIOUS YEAR, FOR EACH COUNTY.

	1899.	1900.	Change.
Annapolis	4,644	4,543	−101
Antigonish	3,129	3,078	− 59
Cape Breton	7,632	7,954	+322
Colchester	6,050	6,017	− 33
Cumberland	9,039	8,917	−122
Digby	4,884	4,888	+ 4
Guysboro	3,777	3,801	+ 24
Halifax Co	7,325	7,337	+ 12
" City	7,956	7,988	+ 32
Hants	4,857	4,639	−218
Inverness	5,516	5,341	−175
Kings	5,257	5,123	−134
Lunenburg	7,612	7,573	− 39
Pictou	7,030	6,814	−216
Queens	2,149	2,121	− 28
Richmond	2,993	3,194	+201
Shelburne	3,378	3,341	− 37
Victoria	2,177	2,311	+134
Yarmouth	5,212	5,157	− 55
	100,617	100,129	−488

CHANGE IN *Days' Attendance* FROM THE PREVIOUS YEAR, FOR EACH COUNTY.

	1899.	1900.	Change.
Annapolis	518,458	518,195	— 263
Antigonish	311,469	308,931	— 2,538
Cape Breton	847,576	801,753	—45,823
Colchester	690,431	693,352	+ 2,921
Cumberland	1,024,778	1,008,768	—16,010
Digby	528,231	549,867	+21,636
Guysboro	372,732	394,753	+22,021
Halifax Co	860,853.5	806,722	—54,131.5
" City	1,093,106	1,092,784.5	— 321.5
Hants	538,241	539,774	+ 1,533
Inverness	527,894	508,361	—19,533
Kings	540,385	541,187	+ 802
Lunenburg	852,808	885,060	+32,252
Pictou	831,490	805,737	—25,753
Queens	267,048	275,707	+ 8,659
Richmond	304,511	323,434	+18,923
Shelburne	399,127	407,216	+ 8,089
Victoria	221,812	216,298	— 5,514
Yarmouth	628,418	640,872	+12,454
	11,359,379.5	11,318,771.5	—40,608

CHANGE IN THE TOTAL ANNUAL ENROLMENT OF PUPILS IN EACH COUNTY FROM 1894 TO 1900.

COUNTY.	1894.	1900.	Change.
Annapolis	4,671	4,543	— 128
Antigonish	3,534	3,070	— 455
Cape Breton	6,887	7,954	+1,067
Colchester	6,037	6,017	— 20
Cumberland	8,624	8,917	+ 293
Digby	4,685	4,888	+ 203
Guysboro	3,686	3,801	+ 115
Halifax Co	6,600	7,337	+ 737
" City	7,412	7,988	+ 576
Hants	5,087	4,639	— 448
Inverness	6,095	5,341	— 54
Kings	5,235	5,123	— 112
Lunenburg	7,552	7,573	+ 21
Pictou	7,283	6,814	— 469
Queens	2,023	2,121	+ 98
Richmond	2,928	3,194	+ 266
Shelburne	3,425	3,341	— 84
Victoria	2,223	2,311	+ 88
Yarmouth	4,723	5,157	+ 434
	98,710	100,129	+1,419

CHANGE IN THE TOTAL DAYS' ATTENDANCE OF PUPILS IN EACH COUNTY FROM 1894 TO 1900.

COUNTY.	1894.	1900.	Change.
Annapolis	512,854	518,195	+ 5,341
Antigonish	327,061	308,931	− 18,130
Cape Breton	687,701	801,753	+114,052
Colchester	634,174	693,352	+ 59,178
Cumberland	854,982	1,008,768	+153,786
Digby	490,575	549,867	+ 59,292
Guysboro	349,708	394,753	+ 45,045
Halifax Co	808,676	806,722	− 1,954
" City	988,575.5	1,092,784.5	+104,209
Hants	540,679	539,774	− 905
Inverness	521,898	508,361	− 13,537
Kings	504,895	541,187	+ 36,292
Lunenburg	789,950	885,060	+ 95,110
Pictou	821,903	805,737	− 16,166
Queens	230,174	275,707	+ 45,533
Richmond	282,592	323,434	+ 40,842
Shelburne	386,024	407,216	+ 21,192
Victoria	200,351	216,298	+ 15,947
Yarmouth	538,992	640,872	+101,880
	10,471,764.5	11,318,771.5	+847,007

CHANGE IN THE *Enrolment* FOR EACH COUNTY FROM 1890 TO 1900.

COUNTY.	1890.	1900.	Change.
Annapolis	4,664	4,543	— 121
Antigonish	3,829	3,070	— 759
Cape Breton	7,332	7,954	+ 622
Colchester	6,457	6,017	— 440
Cumberland	8,219	8,917	+ 698
Digby	4,688	4,888	+ 200
Guysboro	4,025	3,801	— 224
Halifax Co	6,817	7,337	+ 520
" City	7,290	7,988	+ 698
Hants	5,558	4,639	— 919
Inverness	6,462	5,341	— 1,121
Kings	5,539	5,123	— 416
Lunenburg	7,478	7,573	+ 95
Pictou	7,830	6,814	— 1,016
Queens	2,484	2,121	— 363
Richmond	3,035	3,194	+ 159
Shelburne	3,821	3,341	— 480
Victoria	2,830	2,311	— 519
Yarmouth	5,230	5,157	— 73
	103,597*	100,129	— 3,468

* There is evidence on the following page that "annual" enrolments for the years preceding the statistical change in 1893 were in excess of the true figures. The enrolment of one term was returned under oath, to which was added the number of pupils reported as having attended the other term of the year only. This was the method of *estimating* the "annual" enrolment before "annual" returns under oath were first required—in 1893.

CHANGE IN THE TOTAL DAYS' ATTENDANCE OF PUPILS IN EACH COUNTY FROM 1890 TO 1900.

COUNTY.	1890.	1900.	
Annapolis	502,364	518,195	+ 15,831
Antigonish	371,651	308,931	— 62,720
Cape Breton	764,304	801,753	+ 37,445
Colchester	687,307	693,352	+ 6,046
Cumberland	801,192	1,008,768	+ 207,576
Digby	504,728	549,867	+ 45,139
Guysboro	370,069	394,753	+ 24,684
Halifax Co	673,055	806,722	+ 133,667
" City	865,799	1,092,784	+ 226,985
Hants	567,860	539,774	— 28,086
Inverness	564,691	508,361	— 56,330
Kings	534,904	541,187	+ 6,283
Lunenburg	761,566	885,060	+ 123,494
Pictou	854,817	805,737	— 49,080
Queens	266,736	275,707	+ 8,971
Richmond	294,021	323,434	+ 29,413
Shelburne	398,680	407,216	+ 8,536
Victoria	237,508	216,298	— 21,210
Yarmouth	572,017	640,872	- 68,855
	10,562,240*	11,318,771.5	+ 756,531.5

* From this table and the preceding one it appears, that with an annual enrolment over 3000 less in 1900, over three quarters of a million more "days' attendance" were made; which demonstrates that the regularity of attendance at school now is very much better than it was ten years ago, or that the method of *estimating* the "annual enrolment" then gave excessive results.

Valuation and Assessments.

From Table VII., page 11, it appears that the value of property assessed, the amount assessed upon it, and the school property itself, increased since the previous year. The amount voted for building and repairs increased by over $58,000. The amount voted for salaries was a shade less—less than $4,000. The school equipment has also decidedly increased.

The School Time Table.

Table VIII., pages 12 and 13, shows the average time estimated to be given each subject on an average by each teacher per week in the common school subjects, as well as the number of schools and average time given to the high school subjects.

These statistics have been collected since 1893, and will cease with the current school year and the next report. It has given us valuable information, approximately exact; and at some future time may be called for again. The desirability of obtaining other statistics important in themselves and also for comparison with those of other countries, without largely increasing the cumbrousness of registers and returns, is the explanation of their omission from the new forms.

These statistics may be studied with interest in connection with the comments suggested by them in previous reports.

Classification of Pupils.

Table IX., page 14, gives at a glance the number of pupils in each grade. In the new statistics referred to above, these columns will be doubled, to show the number of each sex in each grade.

The following four tables give the number of students taking the different subjects of the four high school grades. This information is of interest, for the subjects of the high school course are not all imperative on those taking a full course. A number of different full course groups can be selected by the student, so that the drift of educational tendencies can be observed and measured by the figures.

Salaries of Teachers.

Tables XIV. and XV., pages 19 and 20, show the average salaries of each class and sex of teachers in each County. The salaries of the higher classes have fallen a little, due mainly to the increasing number of such teachers. Class A has suffered most severely, so that the increased grant to superior schools employing such teachers under the amended laws, will come in as a slight compensation, while encouraging higher scholarship in the profession.

County Fund.

Tables XVI. to XVIII. give the details of the distribution of this fund. Some Inspectors and others, have recommended a change in the

law affecting the distribution of these moneys,—a change which would enable the Inspector, when authorized by the Board of District School Commissioners, to take a portion of the fund going to a section in which the school was not properly supplied with apparatus after the due notification to the trustees, and to apply it directly to the purchase of such apparatus. After the publication of the Revised Statutes, this fund shall be known as the Municipal School Fund.

County Academies.

Table XIX., beginning on page 24 and ending on page 25, gives a detailed analysis of the equipment and work of that class of high schools among which is divided a special grant of $10,000 in return for the free admission of all students in their respective Counties who can pass the prescribed Provincial entrance examination. Owing to the progressive intelligence of the population of several towns which are not the seats of County Academies, high schools have been developed without aid from this Academic grant, which are superior to some of the smaller Academies. The County Academies have only 1,665 out of the nominal 5,676 who have been returned by teachers as doing full high school work. But few, however, of the non-academic students pass the Provincial County Academy Entrance Examination, and in rural schools especially, they generally divide the attention of the teacher with pupils of common school grades ; so that the classification must be accepted with much discount on account of the unfavorable conditions. The Academies as a class form the higher type, and the analysis of their equipment and work will therefore give a fair view of the character and tendency of the high school system.

There was no time during the year to visit the Academies, except those with difficulties or in a doubtful position. But the fulness of the statistics, my knowledge of the ability of the members of their teaching staffs, checked by the results of the Provincial Examinations and the reports of the inspectors, give me a very adequate idea of their work and the standing of all of them.

Of the 1,665 students, 452 were 15 years of age or under, while 1,213 were over 15. 746 were boys, but 919 were girls. 461 came from the county outside of the school section ; while 160 came across the county line, presumably to attend a better Academy than their own.

The average age of the Colchester County Academy Grade IX. class at the beginning of the school year was 13.66 years. Kings comes next with the age 14.12 years, Lunenburg 14.86. Then follow 15 Academies where the average admission age varies from 15 to 16 years. Digby had the most mature entrance class, the age averaging 16 years. The average age of admission all round decreased, as compared with the previous year, by over 4 months.

The analysis of subjects studied was discussed more or less fully in previous reports.

High School Examinations.

The number of examination stations are increasing from year to year, numbering last year 45 as against 30 in 1893; while the candidates numbered 3,459 as against 1,506 then. The details are given in Table XXIII., pages 40 to 43. The following table is a summary:

Grade.	Candidates.	Obtained Grade applied for.	Obtained Lower Grade or nothing.
XII	49	30	19
XII., partial	40	12	28
XI	630	467	163
X	1217	634	583
IX	1523	755	768
	3459	1898	1561

The M. P. Q. Examination.

The Teachers' Minimum Professional Qualification Examination—the professional examination for teachers who do not take the Normal School course—gave the results figured in the table below.

Stations.	Total Candidates.	First Rank.	Second Rank.	Third Rank.	Failed.
Amherst	16	.....	10	6	.....
Annapolis	7	1	2	4	.....
Antigonish	23	3	11	8	1
Arichat	3	.....	.....	3	.....
Baddeck	14	.....	8	6	.....
Barrington	19	2	11	6	.....
Berwick	7	.....	5	2	.....
Bridgetown	10	1	7	2	.....
Bridgewater	11	.....	4	7	.....
Canso	2	.....	1	1	.....
Cheticamp	4	.....	.....	2	2
Church Point	10	.....	1	8	1
Digby	5	.....	4	1	.....
Guysboro	6	.....	3	3	.....
Halifax	60	10	36	14	.....
Kentville	16	3	12	1	.....
Liverpool	14	.....	12	2	.....
Lockeport	5	.....	1	4	.....
Lunenburg	27	.....	13	14	.....
Mabou	9	.....	1	5	3
Maitland	6	2	3	1	.....
Margaree Forks	9	.....	1	4	4
Middle Musquodoboit	16	.....	4	9	3
Middleton	13	3	6	4	.....

Stations.	Total Candidates.	First Rank.	Second Rank.	Third Rank.	Failed.
New Glasgow	19	.....	9	10	.....
North Sydney	6	1	3	2	.....
Oxford	17	4	9	4	.....
Parrsboro	18	1	9	6	2
Pictou	33	5	18	9	1
Port Hawkesbury	11	.....	3	7	1
Port Hood	8	.....	2	6	.....
River John	11	1	5	5	.....
Sheet Harbor	6	.....	2	3	1
Shelburne	8	.....	4	4	.....
Sherbrooke	2	1	1	.....	.....
Springhill	2	.....	1	1	.....
Stellarton	3	.....	1	2	.....
St. Peter's	16	.....	3	11	2
Sydney	14	2	3	7	2
Tatamagouche	20	1	12	7	.....
Truro	47	12	25	9	1
Upper Stewiacke	4	.....	1	2	1
Windsor	16	5	6	5	.....
Wolfville	4	.....	1	3	.....
Yarmouth	11	2	7	2	.....
1900	588	60	281	222	25
1899	683	36	298	292	57
Increase	.....	24	.....	.....	.....
Decrease	95	.....	17	70	32

Change of Text Books.

There were some requests for the change of the Common School Readers which have been on the prescribed list since 1877. Many teachers are no doubt weary of hearing the same passages read from year to year for nearly a quarter of a century; but the passages are as new to each pupil now as they were twenty-four years ago. It is possible to see defects in the books; but of scores of other texts examined, none have been seen which could pass without criticism on some points, either as to price, binding, typography, paper, character of selections, or method of presentation.

In some of the States school books had been prepared by committees of its ablest teachers, with the result that they received more public criticism than those they replaced. There are people who offer to produce such books if they are assured of their being prescribed in advance. When they are told that books will be examined only when they are published, so that price, binding, typography, etc., can all be considered, they sometimes act as if they are badly used. Then, some publishers have their own special friends who are

often honest, even if interested, advocates of a new text. Then again, the publication of a series of Readers for so small a population as that of Nova Scotia alone, would necessarily be more expensive than the adoption of those published for a more extensive constituency.

Up to date, the Council has not seen a set of Readers whose good points above and beyond those of 1877 would compensate the public for the expense of a change. And although some teachers have naturally been longing for a change, petitions from parents in some of the farmers' associations were received against the changing of texts.

For the high school grades, the Council some years ago introduced the policy of prescribing as a rule, a single literary work in prose and one in poetry, instead of the numerous brief selections compiled in the Readers. This policy many teachers would like to see introduced into the higher grades of the common schools. Others would prefer shorter and more varied selections, as in our present Readers.

It should be remembered, that the three year rotation system of literary prescriptions in the high school grades, affects but comparatively few pupils or parents. The pupils affected are mostly those preparing for some of the professions, and the high school texts are the cheapest they must be prepared to obtain. And finally, this literature is of such a kind as should be found in the library of every house.

But a change in the series of Readers would affect nearly 100,000 pupils and their parents. The books could hardly be looked upon as an addition to the family library. And lastly, many booksellers all over the Province would be found with more or less stock of the old books left valueless on their hands. Should the publisher agree to take over this old stock, he can do it only on the condition that the prices of the new books will recoup him for the loss. And should the new series be as cheap as the present one—the cheapest in America, probably—it will cost the parents a little over $25,000 to fit out each pupil with one of the new books, as the schools stand to-day. For such reasons the Council is careful not to authorize the exchange of old texts which are virtually as good as ever they were, for any of the multitude of new texts with the same and other kinds of defects. Sometime soon, let us hope, a new series may appear, whose merits will compensate for the cost of change. for the irritation of those constitutionally averse to the new, and for the hostile anonymous criticism of the disappointed promoter, which will infallibly follow the introduction of the best texts which can be produced.

Supplementary Readers.

It is found in some graded schools that pupils read the prescribed text in a fraction of the time necessary to grade into the next department—that they can read three or even four times as much as the prescription. It is therefore desired that additional series of Readers should be prescribed, in order to allow new matter to be read, instead of re-reading the old text again and again in such schools.

Should the Council make such prescriptions, these Readers should not be allowed to be substituted for the regular Readers; for under such conditions schools would lapse into the use of different, and under new teachers, of mixed texts; and even the local booksellers might, as on former occasions, fall into the error of ordering or getting the wrong series.

I propose to recommend to the Council that supplementary readers, if prescribed, should be used only after the regular texts are mastered; that they should be the property of the school—forming a portion of its library—and should under no circumstances be required to be purchased by the pupil or the parent.

Hygiene and Temperance.

In 1892 the Legislature of the Province entered upon the statutes a law requiring this subject to be taught in all grades of the public schools, requiring text books in the hands of the pupils in certain grades, and making teachers and trustees liable to penalties on proof of neglect of such teaching. The law appears to have been favorably received, for only one case resulting in the suspension of the license of a teacher came to the knowledge of the department since the enactment of the law. There appeared to be an indirect opposition to the law in some quarters which merely expressed itself as objecting to the introduction of new books and additional subjects into the course of study—these books and subjects demanded by the legislature being the only changes made at the time in point. From the Inspectors all over the Province there come only reports of satisfaction with the texts. The results have been satisfactory except in the environment of some places where persons in high position neutralize the effect of such teaching through the influence of habits and customs made respectable by their position.

In 1897 the government of France made a somewhat similar move. It was, however, a more peremptory and extensive one. Public high schools and colleges came under the decree as well as the primary (our common) schools. It is summarized as follows in the last Report of the Bureau of Education at Washington:

"By official decree of March 9, 1897, the minister of public instruction "ordered that instruction on the evil effects of alcoholic liquors should be "introduced into all public primary schools and public lycées and colleges. "An official circular which accompanied the decrees set forth as a reason for "this action the alarming increase of drunkenness in France, and gave "elaborate directions as to the treatment of the new subject of instruction. "In this circular the minister also requested the rectors of academies to report "to him by the 1st of April, 1898, how his directions had been carried out, "in what various ways the teachers had manifested ingenuity in introducing "that instruction, and what the results had been. The returns were very "full, carefully prepared, and manifested a sincere interest in the movement "against alcoholism."

A digest of the contents of these returns is given under the heads of "I. Effect of the circular of March 9, 1897. II. Anti-alcoholic

Instruction in (1) *Normal Schools*, and (2) Elementary schools. III. The Anti-alcoholic Propaganda. IV. The Auxiliaries of the Propaganda, and V. The Results." Under the latter head the following sentences are found:

"As to the results so far obtained, both the rectors and inspectors of the "academies speak with great reserve. They deem it premature to base any "opinion upon the results of a campaign which has only lasted one year, and "point out that in educational matters results are postponed for a long time, "and that we must wait for future statistics on the consumption of alcohol "before reaching any sound conclusion. This reticence does not signify that "they feel any distrust of the future of the anti-alcoholic movement, but only "shows their desire for accuracy. They do, however, recognize the fact that "some progress has been made, and all the reports show some successes."

Later information from France indicates that the work of the public schools has been followed up by an instalment of coercive legislation affecting the public sale of the more deleterious alcoholic beverages. In Nova Scotia the injurious effects of alcoholic beverages are evidently not so widespread as in France, nor are the investments in their manufacture so controling in their influence. The history of this movement in this enterprising European country is therefore full of interest. The following general prescription is imperative in every school in Nova Scotia, from Normal School and Academy to the elementary rural school:

Hygiene and Temperance.—Orally in all grades, and as incidents or occasions may suggest. Text books for pupils' use are as follows: Grades V. and VI., Health Reader No. 1; Grades VII. and VIII., Health Reader No. 2; High School grades, as in prescribed Physiology text. The Statutes make it imperative under penalty on both teachers and trustees that such instructions be given in all grades. It is therefore the duty of all educational officers to see that the spirit as well as the letter of the law is inculcated both by precept and example—by every means which can influence the sentiment and character of the pupils.

Military Drill.

This valuable form of calisthenic exercise has not been developed throughout all the schools as it should be, considering the length of time it has been specified in the course of study. The main difficulty was, that the teachers did not know the drill themselves. The Normal School, however, has lately been giving some training in this subject; and in future it is hoped that a thorough course can be given there in connection with the other training. In Halifax, the boys of the Academy are organized into regular cadet companies, officered, armed, drilled and uniformed. In many other schools the pupils are drilled, but without uniform and arms. The following is the general prescription for schools:

Physical Exercise and Military Drill.—Physical exercise should be given for a few minutes in the middle of every session over one hour in length. At such times it is beneficial even to pupils who have walked a long distance to school and who are accustomed to active work at home. The younger the pupils the more often such exercise should be given in order to maintain physical restfulness and mental activity during the time for study. These

exercises should always be made the occasion of training the pupils to maintain the most healthful and graceful position of the body in sitting, standing and moving. This training is as much the duty of the teacher as the other work of the school.

Military drill is the latest result of the experience of generations of practical men in devising the most effective manner of training numbers of men to move in the most convenient order and under the fullest control. It is therefore particularly adapted to the movements of pupils in all schools, for girls as well as boys. Apart from other considerations, the fact that the pupils from various schools are often likely to be massed together, makes it desirable that the same system should be followed exactly everywhere. The best system, and that which is most likely to be useful in the widest extent, is the standard modern military drill. All teachers are required to make as practical an acquaintance as possible with the system of military drill at least as far as "squad drill," and to have their pupils drilled to stand and move smartly. Inspectors are directed to mark no school work under this head, no matter how good, higher than "fair," unless he has an opportunity of observing the *Military* drill.

Moral and Patriotic Duties.

No text books are prescribed for this instruction. The number of schools and the large amounts of money contributed by them, as published in the public press, for such objects as the Famine in India, our Soldiers' Patriotic Fund, and the Memorial Fund for those who fell in defence of our Empire in South Africa, although the Education Department in no manner stimulated or even recognized the action, is strong evidence of the sound and hearty character of the sentiment of the public schools of the Province in these respects. The general prescription for the schools is worded as follows:

Moral and Patriotic Duties.—As enjoined by the School Law and when found most convenient and effective. Some lessons in readers, in history, in biography, etc, may be utilized incidentally. Certain anniversary days, such as "Empire Day," "Dominion Day," etc., should be systematically utilized for patriotic inspiration.

The school room and grounds is an elementary miniature world in which the pupil has an opportunity of developing nearly all of the moral points of character required for useful living in the great world of mature human activity. The crown and sum total of all the other parts of the teacher's work is the development of the best possible character in each pupil; so that in every lesson and in every exercise this ultimate purpose should preside over and direct the course of the instruction.

Good Manners is a subordinate but too often neglected department of character building. It is, however, a very simple as well as useful department; and therefore one the observance of which Inspectors are instructed specially to study in each school, and the neglect of which should subject the teacher to censure and the school to a lowering of its rating. Every teacher should be an example of true politeness, which is not only compatible with the greatest power and firmness, but enhances them. In a short time such an influence should materially improve the most rude class of pupils.

There was a strong feeling, when "Empire Day" was instituted and fixed for the school day preceding the anniversary of Queen

Victoria's birth (which was always a legal holiday in the schools of Nova Scotia), that after her death the 24th of May should become "Empire Day," as an appropriate and perpetual memorial, should it not remain a legal holiday. The feeling has been growing stronger since.

School Gardens.

The idea of associating a plot of land or garden with the school is not a modern one. But the association of the two in the public school system of a country has only come in within the present generation.

In 1869, section 63 of the imperial school law of Austria prescribes that "Where practicable, a garden and a place for agricultural experi-"ments shall be established at every rural school." In 1870 it was further prescribed that instruction in natural history should be given in an appropriately arranged school garden. In Austria-Hungary in 1898, there were over 18,000 school gardens. In the Province of Styria there is no school without its garden.

In 1869, a royal circular in Sweden was issued, requiring gardens averaging from 70 to 150 square rods to be appropriately laid out. In 1894, Sweden reported 4,670 school gardens.

In 1873, the school law of Belgium, where the study of Horticulture is compulsory, required that each school should have a garden of at least 39½ square rods, to be used in connection with instruction in botany, horticulture and agriculture. In 1897 a royal decree lays stress on vegetable culture, in which female teachers must be sufficiently trained to give theoretical and practical instruction. All public elementary schools in Belgium now have their gardens.

In 1882, France outlined a course of study placing the first instruction in horticulture in what corresponds to the middle grades of our common school course, where they are required to study practically such subjects as soils, fertilization and field work. In 1887, it was decreed that no plan of a school building in the rural districts to which the state contributes money, should be accepted unless a garden was provided. From many of the Normal Schools candidate teachers go to the Schools of Agriculture to qualify for teaching in rural schools.

For over twenty years school gardens have commenced to multiply in the different provinces of Germany, although there is no law making them universally compulsory.

In 1895, in one province of Southern Russia, out of 504 schools, 257 had school gardens, divided into sections for grain, vegetables, fruit, kitchen truck, grapes, mulberry trees for the support of silk-worms, and apiaries. On the 296½ acres under cultivation, they had, for instance, 12,000 fruit trees and over 1,000 beehives.

Since 1892, some schools in England have voluntarily introduced gardens; but the government has not yet done so much for this

department of practical education as it has done for other developments.*

During the last two or three years a few attempts at school gardening have been made by graduates of the Provincial Normal and School of Agriculture. But they have been handicapped by some of our peculiar conditions. 1. The schools are closed in midsummer—July and August. 2. The teachers have not permanent residences provided near the school houses; and very often they change each year, the teacher leaving the community when the pupils leave the school—at the beginning of July.

The changes being made in the school law with reference to "Agricultural Schools," "Superior Schools," and educational statistics, are expected to stimulate the multiplication of school gardens.

MANUAL TRAINING.

In the general prescriptions of the public school course of study, the following paragraph outlines the range of work suggested to trustees, from which they may select what they believe to be most useful, under their local conditions:

Manual Training.--(Optional). This may often be introduced as an alterative or recreation, and without therefore materially increasing the real labor of the pupil. Clay modelling, woodwork, metal work, needlework, cookery, shorthand (Sir Isaac Pitman's system *only*—the British and modern American system—the most scientific—the one with the most extensive literature, and the most promising of becoming the universal system for general correspondence as well as reporting), school-plot farming or gardening, etc, as most appropriate or expedient, may be introduced with the consent of the trustees. Teachers should at all times encourage the pupils in the production of specimens of home-made handiwork or apparatus, in scientific experiments at home, and in the formation of collections of plants, minerals and other natural productions of their own part of the country. It is legal for trustees to expend school funds—either for school equipment or the engagement of special teachers in these optional as well as imperative subjects.

But boards of trustees move very slowly in new directions, at the instance of suggestion or even of recommendation.

In 1891, a manual training school in woodwork was made a department of the Halifax schools. It proved so successful under Mr. Russell that he was transferred to the Normal School in 1893. Since this date all the students graduating from the Normal School, female as well as male, took the course of drawing and woodwork.

In 1900, the Provincial Legislature passed an Act granting as much as $600 to each school section providing the prescribed equipment should be provided, and it could earn the amount at the rate

* For full information in the compass of a single article of some 18 quarto pages, see an English translation of an article on school gardens by Mr. E. Gang, the director of a school garden in Iriptis, Thuringia, Germany, published in Chapter XX of Volume I of the Report of the Commissioner of Education of the United States, for the year 1898-99.

of 15 cents per half day lesson once a week to each pupil. Not only was this grant allowed to trustees for woodwork, but for Domestic Science.

In the October *Journal of Education*, which has been referred to as a virtual appendix to this report, the Council of Public Instruction published regulations for these two classes of schools, and issued provisional licenses to teachers for three schools in woodwork—at Halifax, Wolfville, and Truro, and two schools in Domestic Science—at Halifax and Truro. These five schools are therefore going into operation simultaneously with the law. More schools would have been opened were there qualified teachers to be had.

The next step was to make arrangements for the preparation of special teachers for such schools. The training given in the Normal School for the previous seven years in woodwork was not intended to prepare a teacher to take charge of a Manual Training School. And nothing was attempted in the way of Domestic Science training which was even more important for the majority of the girls. Provision is being made for these objects in connection with the

Reorganization of the Normal School.

Instead of utilizing only one Kindergarten and two common school departments, known as the model schools, for the teaching practice of Normal School students, it is arranged with the town of Truro to throw open for this purpose, the numerous departments of its public schools under carefully supervised conditions. At the same time the School Board of Truro determined to make their school system in every respect a model one; and taking advantage of the new law, they established a Manual Training School in woodwork and another in Domestic Science, open free to Normal School students as well as to their own people. In addition, provision was also made for a thorough and free course for the preparation of teachers for taking charge of Manual Training Schools. In other words, to the Provincial Normal School there have been affiliated, for the specified purposes, the public schools of Truro, consisting of a kindergarten, common schools, high school, manual training in woodwork and in domestic science. It is expected that the affiliation will prove useful to both Town and Province.

The Macdonald Manual Training School.

When these arrangements were being planned, Sir William Macdonald, seeing the promise of this form of education in European countries, and as advised by Professor J. W. Robertson of the Department of Agriculture at Ottawa, determined to establish, at his own expense, Manual Training Schools in each Province of Canada, in order to demonstrate their value. He equipped a school in the original Normal School building of 1855, and presented it to the town of Truro. He brought out from England, as principal of the school, Mr. T. B. Kidner, a first-class Honors man of the City and Guilds of London Institute,

a fellow of the British Institute of Carpentry, and a certified teacher under the Science and Art Department of Great Britain. A well-qualified assistant was brought out later, who is able also to take charge of the school; while Mr. Kidner himself, at the expense of the Sir William Macdonald fund for three years to come, determined to give special attention to the Normal School and the development of the new idea throughout the Province. To give him the fullest prestige the Council of Public Instruction appointed him Supervisor of the Manual Training Schools in woodwork for the Province, which function he is everyway qualified to perform. Indeed, our own Inspectors have not had the opportunity, as a rule, to prepare themselves for the inspection of such institutions; so that the gift of Mr. Kidner's services at the present crisis is simply invaluable.

Normal School Science Building.

This building, which is sketched in the frontispiece, takes the place of the School of Agriculture on the Provincial Farm, which was destroyed by fire in the spring of 1898. Since then the agricultural classes and allied scientific classes of the Normal School, instructed by Mr. Smith, met in a rented building some distance from the Normal School as well as from the farm. The equipment was so unsightly and unsatisfactory as to fully account for the falling off in Agricultural students since the fire. But in the new structure, there will be greater advantages than in the original buildings; and its proximity to the Normal School proper, will enable it to be used for the science classes, for which there was not sufficient accommodation before. The conservatory attached will allow the botanical subjects, which lie at the foundation of Agricultural Science, to be treated satisfactorily all the year round. The Provincial Farm, about a mile away, will supply the objective means of studying practically, the dairy, live stock, tillage, fertilizing, horticulture and kitchen gardening. The Provincial Normal School is in this intimate manner affiliated to the School of Agriculture as well as to the other institutions previously specified. The report of the School of Agriculture will be found on page 58.

Normal School Staff.

Mr. J. B. Calkin, who in 1865 was appointed Professor of English and Classics in the Normal School, and in 1869 its Principal, in succession to Rev. Alexander Forrester, tendered his resignation in this closing year of the century. The growth of the institution under his charge, his influence on the character of so many students for so many years, and his work in moulding educational legislation and the sentiment of the country, will give him a very important place in the history of the Province in future. On page 47 will be found his last annual report as Principal. It contains a few references to the history of the institution, as well as to its present prosperous state, which make it of much interest.

Mr. David Soloan has been appointed his successor; and is now engaged in the reorganization of the institution, with a partially new staff, on the lines already indicated.

LATE CHANGES IN ENGLAND.

In concluding these comments on changes in our own system, I make the following extracts from the report of the Board of Education of England for 1900, in lieu of comment on old debated points. They indicate some interesting changes which are approximating, in these respects, the English system more nearly to our own. The old Education Department has been consolidated with the modern Science and Art Department, thus forming the new *Board of Education*, which has supreme control over all branches of public education of ancient and modern origin, the Geological Survey, etc. Instead of comment, for the sake of brevity, I take the liberty of italicizing:

"In pursuance of the Board of Education Act, 1899, the Education "Department and the Science and Art Department were replaced by the "*Board of Education*, as from 1st April, 1900. The last report of the "Education Department was dated 23rd October, 1899. The last report of "the Science and Art Department was dated 1st July, 1899. Our present "report is in continuation of those two reports."—[*Page 5.*]

"The policy of substitution of inspection for examination as the test on "which *grants to Science and Art Schools and Classes are assessed*, will in the "coming year be carried to its final stage. Since 1897, payments on the "results of examination in elementary subjects have not been made, but the "examination result has been taken into consideration with the Report of the "Inspector in awarding grants."—[*Page 9.*]

"A change in the grouping of the Science subjects of the Directory, and a "revision of several of the syllabuses, has also been made. This will prevent "the overlapping of the different Science subjects, and encourage students to "study progressive Science courses in which knowledge of the general scien-"tific principles involved in any branch shall precede the study of their "application to any special department of industry. *Special group certificates* "are issued to students who have successfully followed one of these continu-"ous courses, which should be particularly valuable to applicants for positions "in the industrial world."

"The code for 1900 introduces important changes in the mode of payment "of the annual grant, which will apply to all public elementary day schools "whose school year ends on and after 31st March, 1901."—[*Page 10.*]

"The simplification of grants and the accompanying changes in the curric-"ulum of elementary schools form a further advance on the lines which have "been followed in recent alterations of the code. The general object of these "alterations has been to secure for schools greater financial stability, to allow "more freedom in the classification of scholars, to make the curriculum *more* "*liberal and practical*, and to provide for the varying needs of different types "of schools."

"The present changes are intended to operate in the same direction, *and* "*in particular to make the course of instruction in all schools more compre-*"*hensive*, while enabling the details of the instruction to be adapted to the "special circumstances of the school. *Under the old system of separate grants* "*there has been to some extent a tendency to specialize in certain subjects to the* "*neglect of others equally important, and to draw sharp lines of distinction* "*between subjects which would be more profitably treated in connection with one* "*another*. We hope that the new code will remedy *these evils*, and will thus "make it possible to secure a higher level of general education without impos-"ing any additional burden on teachers and children."—[*Page 11.*]

In the development of Scientific, Art and Technical Education, our attempts are too insignificant to be at all compared with those of England. Yet the leading statesmen of Britain, from recent utterances, appear to feel that sufficient has not yet been done in this direction; and that more should be done, even were it at the expense of some of the time absorbed in the older classical instruction.

The Universities.

Table XXI., page 31, gives the statistics of the Colleges having the power of granting degrees. It is difficult to display these statistics in tabular form so as to express the exact amount of work done by each institution; for at Ste. Anne's College, for instance, County Academy students are included in the numbers. But apart from this possible variation of standard in each institution, the table gives a fairly full and an authoritative presentation of the work of each. St. Francis Xavier College, under the presidency of Rev. Dr. A. Thompson, has made the greatest advance during the year; and the full measure of growth is not fully shown in the table. For a fine Science building has been erected, and is now in the course of being equipped so as to excel any other similar department of our Colleges. These institutions are neither aided nor controlled by the Education Department, in which respect they are like the

Private Schools.

These are listed on page 38. One report came in after the table was printed—that of St. Andrew's School at Annapolis Royal. Some of these institutions are large colleges, as can be seen from the statistics; but they confer no degrees. Among them, therefore, might be enrolled the Seminary of the Holy Heart on Quinpool Road, Halifax, under the presidency of P. LeCourtois, with five professors and 18 students. Its course is restricted to philosophy and theology, and the institution is affiliated to the College Ste. Anne. From this table, which contains the names of all the schools which could be discovered to be in operation, it will be seen that practically all the common school work and nearly all the ordinary high school work of the Province are done in the public schools.

The Institution for the Deaf and Dumb

received $6,337.50 from the Provincial Treasury, and $5,325 from the County Fund. A report from its principal will be found in the appendix, page 132.

The School for the Blind

received $4,875 from the Provincial Treasury, and $3,975 from the County. A very full report of its work for the year will be found in the appendix, page 134.

Other Aided Institutions.

The reports of the Victoria School of Art and Design, the Halifax Medical College, and the Nova Scotia School of Horticulture at Wolfville, will be found in the Appendix beginning respectively at pages 145, 148 and 149.

The Reports of the Inspectors,

which contain valuable information on the local educational conditions, will be found, beginning on page 61. The reproduction of a photograph of the public school of Westville, Pictou County, a county which now contains a very creditable number of superior school buildings, will be found facing the reference to it by the Inspector, on page 102.

Educational Institutes.

In the last Appendix, beginning at page 151, will be found short sketches of the work of such educational institutes as the Summer School of Science for the Atlantic Provinces of Canada, and the Institutes held by some of the Inspectors, including one for the French Teachers specially, which was held at Church Point.

The Summer School of Science is specially valuable, mainly on account of the longer time taken by teachers at it. The Bear River session appears to have been one of the most useful in its history. Next year it meets in the picturesque town of Lunenburg, in the most interesting season of the year for a superb watering place.

The Educational Institutes proper were extremely well attended, proving the deep interest taken by members of the profession in educational matters. The papers, model lessons and discussion on these occasions with scarcely any exception, indicate advancing scholarship, growing knowledge of educational matters at home and abroad, and the development of a noble professional spirit.

The Seventieth Annual Convention of the American Institute met from the 7th to the 11th of July, in Halifax, the Hon. Mason S. Stone, Superintendent of Education for the State of Vermont, presiding. The teachers of Nova Scotia were authorized to become members of the Convention in lieu of their own Provincial Educational Association, and they attended to the number of over 300. Teachers from New Brunswick, and a few from other provinces joined the citizens of Halifax in giving the teachers from the United States a very hearty welcome. The exercises were valuable, interesting and inspiring. Among others most conspicuous from abroad were the Hon. W. W. Stetson, of Maine; Dr. A. E. Winship, of Boston; O. H. Lang, of New York; A. W. Edson, of New York; Dr. C. C. Rounds, of Washington; Judge Stafford, of Vermont; Rev. Josiah Strong, of New York; L. Z. Brandford, of Jamaica; and Rev. William J. Long of "The Ways of Wood Folk." The total enrolled attendance was a little over 500.

Mining Schools, &c.

An important branch of education comes under the direct control of the Department of Mines. The Mining schools, referred to in more detail in previous reports, prepared underground managers, overmen, and engineers and miners for certificates granted on examination.

During the year, 12 underground managers' certificates, 13 overmen certificates, 20 third class and 3 second class engineer's certificates were granted. The Provincial Museum has also been rehoused and reorganized under the said department; and closely associated with it a Scientific Library has been organized. Further details may be obtained in the Mines Report for 1900, beginning on page 4.

In Conclusion,

I may say that the school year has been exceptionally full; for the changes taking place in the law necessitated increased correspondence, examination stations and work were growing, and educational institutes were more numerous and engrossing of effort than usual. Added to this was new work not yet completed, namely, the revision of the Statutes and Regulations, the reorganization of the Normal School, the planning of the Science building and equipment, and of model rural school buildings, and the recasting of the old form of statistics, and of all the blanks and forms affected thereby.

All of which is respectfully submitted.

I have the honor to be,

Your obedient servant,

A. H. MacKAY,

Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, &c.

TABLE 1.—SCHOOL SECTIONS, &c. (General).

Nova Scotia, Year ended July, 1900.

Counties.	Total No. of School Sections.	No. of Sections without School any part of the year.	Total No. of Schools in Session during any part of year.	No. of Schools in session 50 days or under.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 and under full year.	Full year of 216 days.	Average No. of days all Schools were in session.	No. of Teachers.	No. of Licensed Assistants.	No. of Teachers holding Normal School Diplomas.	No. of Pupils registered at School during year.	Proportion of Population (census of 1891) at School during year.	No. of School Libraries.	No. of School Scientific Collections.
Annapolis	108	9	121	1	....	4	10	64	42	206.3	134	2	51	4543	1 in 4.3	3	9
Antigonish	81	10	88	.....	3	9	5	35	36	192.2	92	.....	25	3070	1 " 5.2	2	2
Cape Breton	132	32	162	.....	....	12	26	55	69	202.7	162	.....	49	7954	1 " 4.3	5	8
Colchester	124	2	159	.....	2	10	24	93	30	197.5	179	.....	88	6017	1 " 4.5	7	5
Cumberland	157	9	208	.....	2	7	17	136	46	210.1	225	.....	107	8917	1 " 3.8	56	50
Digby	80	2	109	.....	3	1	11	51	43	206.9	115	1	29	4888	1 " 4.1	3	13
Guysboro	93	14	90	.....	1	6	14	43	26	211.8	96	.....	29	3801	1 " 4.5	4	2
Halifax Co	132	8	156	1	2	6	19	71	57	203.	174	1	56	7337	1 " 4.5	35	14
Halifax City	1	.....	145	3	....	....	7	.....	135	197.6	145	.....	59	7988	1 " 4.8	15	23
Hants	96	1	124	.....	....	10	8	66	40	204.6	139	.....	63	4639	1 " 4.8	35	27
Inverness	160	21	153	1	1	5	22	57	67	202.4	153	.....	31	5341	1 " 4.8	2	2
Kings	108	1	130	1	..	6	17	68	38	202.4	139	2	52	5123	1 " 4.4	38	22
Lunenburg	147	1	180	1	10	14	7	85	63	204.2	188	.....	60	7573	1 " 4.1	19	24
Pictou	130	5	179	.....	1	9	12	97	60	204.3	193	.....	56	6814	1 " 5.	4	7
Queens	45	.....	61	.....	..	3	4	35	19	207.4	67	.....	18	2121	1 " 5.	17	17
Richmond	71	4	79	1	1	4	8	29	36	203.8	79	.....	18	3194	1 " 4.5	.....	.....
Shelburne	64	1	85	.....	2	....	4	42	37	208.8	85	.....	21	3341	1 " 4.5	1	5
Victoria	72	8	69	.....	2	3	12	34	18	200.	69	.....	15	2311	1 " 5.3	1	1
Yarmouth	74	4	119	.....	....	8	8	77	26	204.	123	.....	60	5157	1 " 4.3	11	14
Total 1900	1875	132	2417	9	30	117	235	1138	888	203.7	2557	6	887	100129	1 " 4.4	258	245
" 1899	1881	146	2390	7	32	106	208	1134	903	202 3	2494	4	840	100617	1 " 4.4	219	256
Increase	.....	.....	27	2	....	11	27	4	....	1.4	63	2	47	.....	.....	39	.....
Decrease	6	14	.....	.....	2	....	....	.....	15	.....	.....	.....	.....	488	.....	.....	11

TABLE II.—TEACHERS EMPLOYED (Classification and Analysis).

Nova Scotia, Year ended July, 1900.

Counties.	Male.							Female.							Total.		
	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-class. B.	Second-class. C.	Third-Class. D.	Third (Prov.) D.	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class. B.	Second-Class. C.	Third-Class. D.	Third (Prov.) D.	Males.	Females.	Total.
Annapolis	.....	4	.....	13	11	9	.....	.....	.....	.....	20	33	35	9	37	97	134
Antigonish	.....	4	.....	6	12	13	.....	.....	.....	.....	2	22	33	.....	35	57	92
Cape Breton	.....	6	.....	13	12	24	.....	.....	.....	.....	11	43	50	3	55	107	162
Colchester	.....	2	2	12	9	4	2	.....	1	.....	21	52	63	11	31	148	179
Cumberland	.....	5	2	10	13	9	.....	.....	.....	1	28	73	75	9	39	186	225
Digby	.....	2	.....	8	6	5	5	.....	1	.....	12	20	41	15	26	89	115
Guysboro	1	2	.....	5	7	7	.....	.....	.....	.....	8	27	39	.....	22	74	96
Halifax Co.	.....	1	.....	2	16	4	8	.....	2	.....	14	78	38	11	31	143	174
Halifax City	.....	6	1	6	1	1	.....	.....	3	.....	44	78	5	.....	15	130	145
Hants	.....	3	.....	3	11	5	1	.....	2	.....	24	43	37	10	23	116	139
Inverness	.....	2	.....	13	20	28	15	.....	.....	.....	1	14	43	17	78	75	153
Kings	.....	2	.....	13	4	1	3	.....	4	.....	22	47	29	14	23	116	139
Lunenburg	.....	3	1	5	9	6	.....	.....	1	1	7	57	82	16	24	164	188
Pictou	1	9	2	8	19	7	2	.....	.....	.....	17	63	55	10	48	145	193
Queens	.....	1	.....	2	1	6	.....	.....	.....	.....	8	20	25	4	10	57	67
Richmond	.....	1	.....	3	15	19	3	.....	.....	.....	2	8	25	3	41	38	79
Shelburne	.....	2	1	5	8	5	.....	.....	.....	.....	7	29	26	2	21	64	85
Victoria	.....	1	.....	3	6	17	6	.....	.....	.....	6	5	20	5	33	36	69
Yarmouth	.....	2	1	13	4	4	.....	.....	.....	3	16	49	28	3	24	99	123
Total 1900	2	58	10	143	184	174	45	.....	14	5	270	761	749	142	616	1941	2557
" 1899	1	54	7	135	193	167	37	.....	14	3	253	761	748	121	594	1900	2494
Increase	1	4	3	8	.....	7	8	.....	.....	2	17	.....	1	21	22	41	63
Decrease	.....	.....	.....	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS)—*Continued.*

Nova Scotia, Year ended July, 1900.

Counties.	Licensed Ass'ts.					Total Period of Service.										
	Males.	Females.	New Teachers.	Old Teachers, but new to Section.	Teachers continued in the same Section as previous year.	No. whose total service as teacher was one year or under.	Over one and up to two years.	Over two and up to three years.	Over three and up to four years.	Over four and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	.....	2	21	64	49	21	21	17	17	12	18	8	7	4	7	2
Antigonish	.....	.....	12	44	36	18	8	6	4	9	8	10	15	9	2	3
Cape Breton	.....	.....	17	53	92	31	11	15	10	6	17	26	15	15	15	1
Colchester	.....	.....	40	102	37	74	22	15	14	10	14	13	11	2	3	1
Cumberland	.....	.....	42	112	71	75	26	27	23	14	21	18	11	4	6	....
Digby	.....	1	20	58	37	20	13	9	13	8	11	15	10	7	7	2
Guysboro	.....	.....	26	41	29	38	9	8	11	3	4	12	7	3	.....	1
Halifax Co	.....	1	34	73	67	64	21	10	15	10	14	22	8	4	5	1
Halifax City	.....	.....	11	5	129	10	7	4	8	8	7	21	32	15	27	6
Hants	.....	.....	25	72	42	26	20	18	9	17	21	8	12	3	5	....
Inverness	.....	.....	42	62	49	44	4	14	15	7	19	18	14	9	7	2
Kings	.....	2	24	63	52	23	21	14	17	10	17	22	9	3	3	....
Lunenburg	.....	.....	36	78	74	51	18	22	17	15	24	15	13	11	1	1
Pictou	.....	.....	33	76	84	68	20	12	15	11	23	18	10	6	9	1
Queens	.....	.....	13	26	28	19	9	7	2	3	11	9	4	2	1	....
Richmond	.....	.....	13	36	30	24	13	8	7	4	1	8	10	2	.....	2
Shelburne	.....	.....	15	33	37	15	13	11	9	3	8	12	8	3	2	1
Victoria	.....	.....	19	33	17	15	2	15	13	4	6	9	2	.....	1	2
Yarmouth	.....	.....	20	35	68	20	16	6	8	9	14	11	18	12	7	2
Total 1900	.....	6	463	1066	1028	656	274	238	227	163	258	275	216	114	108	28
" 1899	.....	4	373	1047	1074	572	306	250	189	160	299	255	202	129	109	25
Increase	.....	2	90	19	.....	84	.....	.....	38	3	.....	20	14	.....	1	3
Decrease	.....	.....	....	.....	46	.....	32	12	.....	.....	41	.....	.....	15	.....	....

TABLE III.—TEACHERS EMPLOYED (Analysis of First and Second Classes).

Nova Scotia, Year ended July, 1900.

Counties.	Classes A. & B.—Males.									Classes A. & B.—Females.								
	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	....	2	3	2	1	3	1	4	1	2	5	6	4	2	....	1	....	....
Antigonish	1	....	1	2	....	1	4	....	1	....	....	....	....	....	....	1	....	1
Cape Breton	....	1	2	4	1	4	3	3	1	1	1	2	1	1	2	2	1	....
Colchester	5	3	....	2	1	2	2	....	1	4	7	7	....	2	2	....	....	....
Cumberland	1	6	1	1	2	4	....	2	....	4	4	7	4	7	2	1	....	....
Digby	....	3	3	....	1	1	1	1	....	1	4	3	1	1	1	2	....	....
Guysboro	3	2	2	1	....	....	....	....	....	....	3	3	1	1	....	....	....	....
Halifax Co	....	1	....	....	....	....	....	2	....	5	5	4	....	1	1	....	....	....
Halifax City	....	....	....	....	4	3	1	4	1	3	5	9	....	2	13	6	7	2
Hants	....	2	1	....	....	1	1	1	....	2	8	4	4	4	3	....	1	....
Inverness	....	3	1	....	1	2	4	3	1	....	....	1	....	....	....	....	....	....
Kings	1	5	2	2	1	1	2	1	....	2	5	11	3	4	1	....	....	....
Lunenburg	1	3	1	1	....	....	1	1	1	....	1	1	3	2	1	1	....	....
Pictou	5	3	2	2	1	1	1	4	1	2	2	3	3	4	1	2	....	....
Queens	1	1	....	....	....	....	....	1	....	....	2	3	1	1	....	1	....	....
Richmond	....	1	....	....	2	1	....	....	....	....	....	....	....	1	1	....	....	....
Shelburne	....	5	1	....	....	2	....	....	....	2	2	....	1	2	....	....	....	....
Victoria	....	1	1	1	....	....	....	....	1	....	4	1	1	....	....	....	....	....
Yarmouth	....	3	3	1	2	2	2	1	2	3	3	4	3	....	3	2	1	....
Total 1900	18	45	24	19	17	28	23	28	11	31	61	69	30	35	31	19	10	3
" 1899	18	35	19	20	25	17	25	29	9	28	66	47	30	41	31	17	6	4
Increase	....	10	5	....	....	11	....	....	2	3	....	22	....	....	....	2	4	....
Decrease	....	....	....	1	8	....	2	1	....	....	5	....	....	6	....	....	....	1

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF FIRST AND SECOND CLASSES)—*Continued.*

Nova Scotia, Year ended July, 1900.

Counties.	Class C.—Males.									Class C.—Females.								
	Services one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	.....	2	5	.....	.....	2	.....	2	...	1	9	8	8	5	.....	1	1	....
Antigonish	1	2	2	.....	1	2	2	1	1	3	4	.....	2	4	5	3	1	...
Cape Breton	1	.....	1	1	3	2	1	3	....	6	4	5	4	10	4	6	4	3
Colchester	4	3	1	.....	1	.....	.....	.....	....	14	6	6	7	10	6	.....	3	....
Cumberland	7	2	.....	2	.....	.....	2	.....	....	12	16	14	13	9	3	2	4	....
Digby	....	1	1	1	.....	.....	.....	2	1	3	.....	4	2	6	2	1	2	....
Guysboro	2	.....	2	.....	1	1	1	.....	....	8	5	5	1	5	2	1	....	....
Halifax Co.	7	5	2	.....	1	.....	.....	1	....	20	10	12	10	16	5	3	2	....
Halifax City	.....	.....	.....	.....	1	.....	.....	.....	....	6	6	6	6	12	16	8	16	2
Hants	2	4	3	1	.....	.....	.....	1	....	5	8	7	9	3	7	2	2	....
Inverness	.....	3	3	2	3	3	3	3	....	2	2	4	.....	5	1	.....	.....	....
Kings	1	1	.....	1	.....	1	.....	.....	...	2	8	7	10	12	5	1	2	....
Lunenburg	2	1	1	2	1	.....	2	.....	....	5	17	13	4	9	8	1	.....	....
Pictou	12	5	.....	.....	1	.....	.....	1	....	7	7	12	17	8	7	2	3	....
Queens	.....	.....	1	.....	.....	.....	.....	.....	....	1	5	.....	6	4	3	1	.....	....
Richmond	2	4	4	.....	1	2	1	.....	1	.....	2	.....	.....	3	2	.....	.....	1
Shelburne	4	2	.....	.....	1	.....	.....	.....	1	1	7	3	2	7	4	3	2	....
Victoria	.....	.....	1	2	.....	1	1	.....	1	.....	2	.....	1	2	.....	.....	.....	....
Yarmouth	2	.....	2	.....	.....	.....	.....	.....	....	7	7	5	6	7	8	6	3	....
Total 1900	47	35	29	12	15	14	13	14	5	103	125	111	108	137	88	41	45	3
" 1899	44	47	28	16	11	8	17	18	4	109	128	100	118	115	99	47	40	5
Increase	3	.....	1	.....	4	6	.....	.....	1	.....	.....	11	.....	22	.....	.....	5	....
Decrease	.....	12	.....	4	.....	.....	4	4	....	6	3	.....	10	.....	11	6	.....	2

TABLE IV.—ATTENDANCE (QUARTERS).

Nova Scotia, Year ended July, 1900.

Counties.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total on register at end of quarter.	Average daily attendance.	Per cent of pupils enrolled daily present on an average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent attended during quarter daily present on an average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent attended during quarter daily present on an average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent attended during quarter daily present on an average.
Annapolis	3728	2609.2	70.	4145	3760	2479.	64.9	4259	3514	2289.8	65.1	4543	3582	2405.6	67.1
Antigonish	2507	1523.2	58.	2715	2490	1482.7	55.5	2819	2462	1453.2	56.9	3015	2459	1456.5	55.4
Cape Breton	6134	4195.	68.3	6949	6345	3901.8	61 5	7208	5884	3585.4	61.	7954	6246	3783.7	60.5
Colchester	5006	3546.5	70.8	5412	4832	3295.7	68.2	5642	4621	3090.1	66.8	6011	4912	3459.6	70.4
Cumberland	7383	5071.	68.6	8019	7190	4641.8	64.5	8297	7635	5009.4	65.6	8917	7121	5393.7	75.7
Digby	4053	2850.3	70 5	4399	3994	2585.7	64.9	4586	3852	2454.4	64.	4888	3873	2537.8	65.7
Guysboro	2944	1898.3	64.	3441	3178	1973.7	61.8	3530	3042	1795.	58.	3752	2929	1770.7	59.7
Halifax Co	6195	4275.1	69.	6590	6072	3869.6	63.7	6749	5605	3458.	61.7	7337	6001	3918.4	65.3
Halifax City	7181	5744.9	80.	7557	7176	5333.3	74.3	7567	6918	5067.8	73.2	7856	6932	5543.6	79.9
Hants	3929	2780.8	70.7	4248	3827	2491.2	65.1	4401	3654	2320.1	63 5	4729	3829	2576.5	67.3
Inverness	4023	2393.2	59.5	4672	4161	2410.7	57.9	4976	4171	2547.	61.6	5341	4324	2395.	55.4
Kings	3936	2632.3	66.8	4617	4221	2689.1	63.7	4745	3924	2511.2	64.8	5110	3770	2457.7	65.2
Lunenburg	5954	4112.6	69.1	6828	6392	4212.3	65.9	7220	6346	4174.1	65.8	7336	5848	3898.7	66.7
Picton	5881	4133 7	70.3	6259	5691	3790.4	66.2	6386	5328	3549.8	66.2	6795	5715	3756.9	65.7
Queens	1837	1382.3	75.3	1950	1816	1300.9	71.7	2013	1772	1275.	72.	2086	1743	1256.3	72.1
Richmond	2512	1674.2	66.6	2767	2503	1541.9	61.6	2946	2468	1434.	58.1	3194	2573	1484.3	57.6
Shelburne	2858	2092.4	73.	3099	2960	1927.	65.	3166	2742	1779.9	64 9	3327	2669	1866.2	69.9
Victoria	1710	1061.2	62.	1953	1785	1137.8	64.3	2186	1839	1099.4	59.7	2311	1782	1012.2	56.8
Yarmouth	4201	3171.8	75.5	4561	4290	3042.2	70.9	4779	4265	2963.5	69.5	5118	4219	3062.3	72.6
Total 1900	81972	57148.	69.7	90181	82683	54106.8	65.4	93475	80042	51857.1	64.7	99670	80527	54035.7	67.1
" 1899	82016	56480.2	68.8	90514	83023	52956.2	63.7	93763	78812	50967.	64.6	100623	81772	55899.4	68.3
Increase	.....	1667.8	.9	.....	.....	1150.6	1.7	....	1230	890.1	.1	.....	.....	.....	.....
Decrease	44	.....	.....	333	340	.....	.....	288	.....	.....	.....	953	1245	1863.7	1.2

TABLE V.—ATTENDANCE (Semi-Annual and Annual).

Nova Scotia, Year ended July 1900.

Counties.	Half Year.				Annual Attendance of Pupils.									
	Days taught first half year.	Days taught second half year.	Total days' attendance first half year.	Total days' attendance second half year.	Under 5 years of age.	Between 5 and 15 years.	Over 15 years.	Total annual enrolment.	Boys.	Girls.	Total days' attendance for year.	Days' taught during year.	Daily present on an average during year.	Average of quarterly percentages of attendance.
Annapolis	12466.5	12491.5	268078.5	250116.5	102	3933	508	4543	2368	2175	518195.	24958.	2451.1	67.1
Antigonish	9112.	8622.5	155586.5	153344.5	43	2693	334	3079	1602	1468	308931.	17734.5	1498.6	56.5
Cape Breton	15900.	16833.	418791.	382962.	122	7379	453	7954	3987	3967	801753.	32733.	3432.2	62.8
Colchester	15744.5	15624.	354232.	339120.	122	5269	626	6017	3040	2977	693352.	31368.5	3426.5	66.4
Cumberland	21297.5	21514.5	523409.	485359.	181	8083	653	8917	4490	4427	1008768.	42812.	6800.	68.6
Digby	11213.5	11340.5	284822.	265045.	113	4374	401	4888	2508	2380	549867.	22554.	2631.4	66.3
Guysboro	8934.5	9453.5	199780.	191973.	87	3431	283	3801	1922	1879	394753.	18388.	1906.3	60.7
Halifax Co.	15687.	15990.5	412509.	394213.	191	6838	308	7337	3753	3584	806722.	31677.5	3957.4	64.9
Halifax City	13757.	15007.5	535952.	556832.5	155	7172	661	7988	3978	4010	1092784.5	28454.	5439.5	77.1
Hants	12753.5	12613.	279094.	260680.	91	4251	297	4639	2308	2331	539774.	25367.5	2542.1	66.7
Inverness	15078.	15886.	249084.5	259276.5	135	4794	412	5341	2846	2495	508361.	30964.	2474.	55.4
Kings	12996.	13316.5	281417.	259770.	114	4324	685	5123	2594	2529	541187.	26312.5	2673.8	64.7
Lunenburg	18133.	18623.	443123.	441937.	240	6812	521	7573	3928	3645	885060.	36758	4097.3	66.9
Pictou	18499.5	18067.	415346.	390391.	78	6044	692	6814	3499	3315	805737.	36566.5	3845.9	62.5
Queens	6288.	6365.	138831.	136876.	32	1926	163	2121	1073	1048	275707.	12649.	1307.7	72.8
Richmond	7800.	8305.	167607.	155927.	65	2942	187	3194	1644	1550	323434.	16105.	1618.2	61.
Shelburne	8832.	8914.5	211260.	195956.	83	2965	293	3341	1638	1703	407216.	17746.5	1943.4	68.2
Victoria	6558.5	7217.5	106206.	110092.	65	2017	229	2311	1166	1145	216298.	13776.	1070.	60.7
Yarmouth	12069.	12236.	328897.	311975.	110	4702	345	5157	2601	2556	640872.	24305.	3089.3	72.1
Total 1900	243120.	248421.	5774025.5	5544746.	2129	89949	8051	100129	50945	49184	11318771.5	491229.5	56224.7	65.3
" 1899	239292.	244400.	5684733.5	5663378.	2100	89709	8808	100617	51333	49284	11359379.5	484195.5	55919.9	64.7
Increase	3828	4021.	89272.	.....	29	240	.....	.....	.....	.....	.....	7034.	304.8	.6
Decrease	.....	.....	.....	118632.	.....	.....	757	488	388	100	40608.	.....	.....	.....

TABLE VI.—STATISTICS (VARIOUS).

Nova Scotia Year ended July, 1900.

Counties.	No. of Pupils on Register whose attendance during the year was: 20 days or less.	Over 20 and up to 50 days.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 days.	No of Pupils on Register: Belonging to this School Section.	From beyond limits of Section.	Section: No. of children in the Section from 5 to 15 years of age.	No. of those who did not attend school at all during the year.	No. under 21 years of age in section, who are deaf and dumb and blind, and who have not been in attendance at the schools provided for them in Halifax. Deaf.	Blind.	Visitation and Prizes: No of visits by Trustees and Secretary.	No. of visits by Inspector and school official.	No. of visits by other visitors.	No. of Parents and visitors at Public Examination.	No. of Prizes awarded.	Value of Prizes awarded.
Annapolis....	360	729	921	939	1391	203	4364	179	4155	221	1	2	445	142	2198	1450	50	$ 30 45
Antigonish ..	303	522	714	677	762	92	2779	291	2764	222	4	....	357	47	1055	401	51	17 35
Cape Breton..	981	1376	1821	1929	1587	260	7600	354	7988	621	7	1	822	156	1680	1132	90	159 00
Colchester ...	445	869	1253	1230	1902	318	5668	349	5457	313	1	....	335	177	2292	1073	193	60 40
Cumberland .	844	1264	1770	2032	2702	305	8527	390	7207	469	5	2	465	230	2939	1545	137	78 35
Digby	399	781	1002	985	1377	344	4770	118	4689	328	1	1	308	183	2042	1292	514	82 90
Guysboro	373	657	847	875	942	107	3658	143	3674	292	2	....	323	38	1394	716	84	17 05
Halifax Co..	605	1075	1510	1713	2104	330	7140	197	7354	516	4	....	541	309	2426	2119	248	83 38
Halifax City..	357	684	867	1671	4216	193	7807	181	7700	250	....	....	364	521	1562	1372	47	20 25
Hants	417	732	881	967	1386	256	4551	88	4533	310	3	....	271	205	2109	2167	135	30 49
Inverness	752	928	1283	1126	1056	196	4838	503	4901	334	8	1	990	179	2534	685	49	19 75
Kings	523	821	1075	1259	1273	172	4851	272	4535	315	1	....	376	215	2243	2233	95	35 40
Lunenburg ..	595	1159	1421	1554	2342	502	7446	127	7468	622	....	6	539	254	3184	3453	266	71 81
Pictou	484	939	1301	1467	2240	383	6412	402	6909	835	2	....	517	144	2774	2488	167	66 65
Queens	103	284	349	401	706	278	2049	72	2221	293	....	....	161	70	859	912	44	13 00
Richmond ...	428	506	679	706	725	150	3057	137	3081	210	1	....	566	86	1650	354	24	13 40
Shelburne....	223	442	627	627	1129	293	3244	97	3235	335	2	1	204	67	1357	1003	55	23 22
Victoria	290	428	584	548	412	49	2078	233	1974	87	1	....	423	73	1126	388	26	12 20
Yarmouth ...	290	709	885	1024	1912	337	5048	109	4926	293	6	2	288	173	1801	2710	180	76 25
Total 1900.	8772	14905	19790	21730	30164	4768	95887	4242	94771	6868	49	16	8295	3269	37225	27498	2435	$ 911 30
" 1899.	8555	14844	20163	21824	31183	4048	95941	4676	95553	7024	53	15	8996	3465	37810	30302	2358	1089 78
Increase. .	217	61	.....	....	.....	720	.....	.....	.....	.....	....	1	.....	.....	.....	.....	77	.....
Decrease .	....	.....	373	94	1019	....	54	434	782	156	4	.....	701	196	585	2804	....	$178 48

TABLE VII.—SECTION STATISTICS (FINANCIAL).

Nova Scotia, Year ended July, 1900.

Counties.	Section Statistics.								
	Value of all School property, (ground, buildings, fixtures, &c.) belonging to the Section.	Valuation of property in Section according to last Assessment Roll.	Total amount vo'ed at last annual meeting for all school purposes.	Portion voted for building and repairs.	Total amount of Teachers' salaries paid during the year by Section, not including the Provincial Grant to Teachers.	No. of volumes in Library (if any), belonging to School.	No. of Wall Maps, Globes and Charts.	Estimated value of all Scientific Apparatus and Collections.	Estimated value of Total Library and Scientific School Equipment.
Annapolis	$ 81,300 00	$4,128,130 00	$19,597 00	$2,899 75	$17,815 64	171	459	$ 541 25	$ 2,330 85
Antigonish	22,210 00	1,868,665 00	7,877 00	628 00	9,525 50	4014	208	2,276 00	11,664 00
Cape Breton	89,063 00	5,928,130 00	57,302 00	33,265 00	27,606 00	482	368	572 00	2,380 00
Colchester	100,720 00	5,183,339 00	21,351 00	1,962 00	23,495 00	580	607	1,263 00	3,551 00
Cumberland	157,590 00	7,464,125 00	36,400 00	4,113 00	31,748 00	979	719	1,818 00	3,269 00
Digby	52,230 00	2,172,552 00	16,558 00	1,561 00	15,754 61	199	333	719 00	2,140 75
Guysboro	43,478 00	732,297 00	15,678 40	695 50	12,374 50	203	258	85 00	818 75
Halifax Co	92,835 00	3,842,064 00	28,592 50	2,630 00	24,732 74	595	589	318 50	2,355 50
Halifax City	260,000 00	20,942,785 00	113,621 00	40,820 00	52,622 00	3366	442	1,315 10	4,181 10
Hants	100,014 00	4,125,472 00	26,713 00	1,029 00	18,504 00	525	486	396 00	2,526 00
Inverness	42,245 00	1,316,588 00	12,971 00	1,886 00	16,114 00	88	273	174 00	946 70
Kings	83,346 00	5,121,971 00	21,809 00	2,096 00	20,502 00	920	560	1,038 00	2,933 00
Lunenburg	111,724 00	4,414,729 00	27,845 00	1,488 00	22,568 00	81	500	661 00	2,225 00
Pictou	168,638 00	4,835,559 00	50,583 00	16,815 00	28,453 00	1428	684	3,154 00	6,483 00
Queens	32,200 00	1,651,494 00	7,511 00	2,700 00	7,520 00	166	205	326 00	960 00
Richmond	19,973 00	650,738 00	8,754 66	1,891 20	8,135 52	57	255	198 00	767 00
Shelburne	49,780 00	1,380,672 00	12,034 00	1,317 00	12,127 00	.....	465	539 50	1,958 60
Victoria	21,430 00	621,952 00	7,410 00	825 00	7,788 00	17	124	260 00	524 00
Yarmouth	146,853 00	6,290,725 00	27,013 00	1,930 00	23,296 00	463	476	677 00	3,178 24
Total 1900	$1,675,629 00	$82,641,987 00	$519,620 56	$120,551 45	$380,681 51	14334	7991	$16 271 35	$55,132 49
" 1899	1,639,158 71	80,993,474 00	447,906 80	61,819 88	384,214 58	12443	7617	12,841 25	52,100 25
Increase	$36,470 29	$1,648,513 00	$71,713 76	$58,731 57	.....	1891	374	$3,430 10	$2,032 24
Decrease	.....	.....	.....	.....	$3,533 07	.....	.....	.....	.....

TABLE VIII.—TIME TABLE.

Nova Scotia, Year ended July, 1900.

Counties.	Average No. of Minutes per Week taken by Teacher during the Year in giving Instruction in the various Groups of Subjects specified below. (*For all Schools in each County.*)													
	Calisthenics and Military drill.	Vocal Music.	Hygiene and Temperance.	Moral and Patriotic Duties.	Object Lessons on Nature.	Spelling and Dictation.	Reading and Elocution.	English Composition, Gram., Lit.	Writing.	Book-keeping.	Geography.	History.	Drawing.	Arithmetic.
Annapolis	15.6	24.4	41.1	22.7	36.1	151.3	277.5	114.7	82.4	25.2	114.6	100.4	75.1	293.6
Antigonish	35.	36.	40.	40.	42.	156.	355.	140.	97.	38.	91.	87.	96.	336
Cape Breton	15.	19.6	40.	22.5	28.	147.	331.8	113.3	95.	16.3	82.3	61.2	54.6	259.6
Colchester	21.3	31.8	45.5	23.4	37.1	173.	283.5	135.9	83.5	38.3	113.5	91.	74.8	279.7
Cumberland	21.	36.	43.	23.	43	193.	294.	125.	83.	46.	121.	88.	65.	301.
Digby	20.5	30.8	43.1	26.9	39.8	158 5	334 7	106.4	89.4	17.8	96.	65.3	70.5	307.9
Guysboro	24.	31.	45.	23.	33.	198.	370.	142.	105.	47.	120.	103.	57.	281.
Halifax Co.	20.1	38.	39.3	18.2	42.	150.7	349.	130.	91.	16.	100.2	72.	64.	263.
Halifax City	46.	47.	29.	33.	54.	141.	247.	110.	148.	30.	72.	78.	62.	319.
Hants	19.1	36.5	41.1	23.8	64.7	164.4	284.2	511.1	81.8	30.	118.2	93.5	62.8	295.
Inverness	23.	27.	30.	25.	33.	116.	365.	132.	90.	42.	95.	87.	52.	313.
Kings	14.5	30.9	42.9	20.2	30.7	150.	393.5	127.	74.7	33.1	123.9	96.4	60.3	271.
Lunenburg	13.	35.	44	17.	29.	210.	351.	102.	99.	20.	99.	74.	71.	331.
Pictou	14.	30.7	47.4	24.	32.	168.	335.	135.8	91.8	30.	114.	91.8	64.	270.
Queens	14.	28.	38.	15.	40.	206.	287.	112.	90.	25.	101.	71.	68.	364.
Richmond	16 6	20.6	54.	30.	34.7	144.6	360.	118.5	93.	24.6	82.	64.7	55.3	282.
Shelburne	24.	32.	51.	12.	36.	184.	306.	108.	85.	28.	114.	90.	60.	326.
Victoria	20.	35.	46.	30.	35.	120.	357.	126.	87.	44.	100.	100.	46.	360.
Yarmouth	23.	38.	49.	18.	38.	181.	313.	112.	97.	36.	102.	94.	72.	327.
Total 1900	21.	32.	42.7	23 5	37.9	163.8	326.	142.2	92.8	30.9	103.1	84.6	64.7	304.2
" 1899	19.5	28 8	43.3	21.4	36.5	158.9	329.	118.3	91.3	29.9	119.7	81.6	60.5	299.9
Increase	1.5	3.2	.....	.....	1.4	4.9	.....	23.9	1.5	1.	.....	3.	4.2	4.3
Decrease	.....	.....	.6	2.1	.....	.....	3.	.....	.....	.....	16.6	.....	.....	.....

TABLE VIII.—TIME TABLE.—*Continued.*

Nova Scotia, Year ended July, 1900.

Counties.	Average No. of Minutes per Week taken by Teacher during the Year in giving Instruction in the various Groups of Subjects specified below.																							
	Practical Mathematics.	No. of Schools.	Algebra.	No. of Schools.	Geometry.	No. of Schools.	Botany, Zoology, Geology, etc.	No. of Schools.	Physiology.	No. of Schools.	Physics.	No. of Schools.	Chemistry.	No. of Schools.	Latin.	No. of Schools.	Greek.	No. of Schools.	French.	No. of Schools.	German.	No. of Schools.	Manual Training.	No. of Schools.
Annapolis	63.	23	101.6	77	85.8	73	44.1	73	56.7	25	46.8	72	58.	42	43.	10	.....	..	44.	4	.....	..	50.	1
Antigonish	143.	2	110.	31	83.	29	45.	22	95.	2	45.	22	80.	9	131.	4	235.	1	102.	3	200.	1	.....	
Cape Breton	90.	9	93.	69	80.	53	35.	46	48.7	8	37.5	40	50.5	23	90.	11	55.	2	70.7	7	.....	..	45.6	12
Colchester	61.	23	64.	117	61.5	102	40.	90	48.	18	39.	67	69.8	40	119.5	15	468.	1	.....	....	88.	1	120.	1
Cumberland	40.	24	76.	105	76.	81	42.	86	53.	19	46.	55	130.	17	95.	10	50.	1	65.	3	50.	1	.....	..
Digby	54.3	5	71.8	45	84.8	34	50.6	31	44.1	6	52.2	28	81.9	13	55.	3	91.5	2	115.5	28	.....	..	.....	..
Guysboro	62.	4	91.	47	78.	40	35.	35	29.	9	34.	25	45.	16	77.	3	.....	..	30.	3	.....	..	.....	..
Halifax Co.	25.	20	74.	70	58.	59	34.	52	25.	21	36.	45	50.	15	20.	1	.....	..	.....	....	.....	.	.....	..
Halifax City	145.	2	77.	20	121.	9	30.	25	41.	6	54.	10	62	8	142.	9	16.	5	120.	10	108.	5	67.	66
Hants	17.1	22	64.	77	63.2	65	26.	70	8.4	15	32.	53	57.	32	78.8	4	60.	1	81.5	2	60.	1	5.	2
Inverness	48.	14	89.	75	90.	71	44.	57	42.	14	50.	44	50.	19	56.	10	81.	4	140.	13	.....	..	50.	5
Kings	56.3	20	94.	87	85.2	84	38.5	76	55.	21	40.9	71	57.	47	138.3	9	420.	1	141.	4	140.	2	.....	..
Lunenburg	48.	29	87.	75	85.	50	43.	47	46.	10	42.	34	62.	32	46.	4	17	1	30.	1	15.	1	.....	..
Pictou	53.	21	90.	92	78.2	86	45.4	81	43.	16	39.8	70	59.	31	98.	19	85.	3	210.	3	120.	1	5.	1
Queens	49.	8	88.	24	71.	16	34.	15	35.	2	28.	12	47.	11	175.	1	....	..	.....	....	.....	..	.....	..
Richmond	37.7	9	89.2	42	75.3	33	40.	34	41.	6	37.	32	55.	11	31.2	8	60.	1	139.3	21	.....	..	25.3	8
Shelburne	51.	15	75.	51	84.	40	40.	46	35.	13	33.	36	36.	23	45.	2	30.	2	50.	1	.....	..	.....	..
Victoria	31.	8	83.	47	84.	43	52.	32	40.	7	50.	29	55.	10	47.	4	50.	1	30.	1	.....	..	23.	5
Yarmouth	53.	9	64.	57	75.	39	37.	35	36.	10	36.	32	47.	20	132.	7	100.	1	90.	7	.....	..	5.	1
Total 1900	59.3	267	83.2	1208	64.1	1007	39.7	953	43.2	228	41.	777	60.6	419	85.2	134	121.2	27	91.2	111	97.6	13	39.6	102
" 1899	54.7	210	81.4	1199	74.2	985	37.9	948	39.	182	34.8	760	51.3	402	72.2	136	127.2	27	86.4	96	82.6	11	28.8	51
Increase	4.6	57	1.8	9	.....	22	1.8	55	4.2	46	6.2	17	9.3	17	13.	....	.....	..	4.8	15	15.	2	10.8	51
Decrease	.....	....	.....	....	10.1	....	....	....	....	....	....	...	.....	....	.....	2	6.	..	.....	....	.....	..	.....	...

TABLE IX.—CLASSIFICATION OF PUPILS.

Nova Scotia, Year ended July, 1900.

Counties.	No. of Pupils in each Grade according to Provincial Course of Study.													Grades IX to XII.				Transfers.	
	Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	No. holding Provincial Certificate.	Total No. High School Pupils.	No High School Pupils taking full course.	No. High School Pupils taking partial course.	No. of Pupils transferred out of school.	No. of Pupils transferred into school.
Annapolis	....	599	477	461	543	417	514	4'7	445	417	173	79	1	102	670	470	200	....	.....
Antigonish	15	490	433	418	272	375	323	273	238	97	66	43	27	63	233	200	33	.....	.....
Cape Breton	125	1507	1259	1028	1004	729	618	692	581	296	81	34	....	28	411	354	57	433	433
Colchester	2	810	800	652	773	645	582	557	523	365	191	93	18	208	667	560	107	109	109
Cumberland	....	1899	1168	1190	1080	938	784	732	564	324	168	66	4	165	562	460	102	314	314
Digby	....	1112	669	553	701	507	408	382	272	208	55	21	....	52	284	168	116	52	52
Guysboro	6	743	478	477	488	422	314	404	255	146	55	13	....	33	214	173	41	17	17
Halifax Co.	111	1460	921	863	1010	908	667	619	488	241	45	4	....	20	290	179	111	49	43
Halifax City	241	1666	1159	868	1021	844	730	587	433	196	130	113	....	233	439	425	14	1068	1078
Hants	....	715	570	501	561	537	424	471	447	271	104	34	4	86	413	311	102	56	56
Inverness	....	1215	731	696	615	490	383	538	343	230	75	24	1	91	330	288	42	3	3
Kings	....	685	560	540	520	590	450	520	473	489	207	77	12	93	785	523	262	42	42
Lunenburg	22	1206	1038	1014	1087	888	775	740	433	196	129	45	....	91	370	276	94	136	136
Pictou	3	841	842	741	909	649	626	750	764	359	190	110	30	191	689	563	126	43	43
Queens	10	316	264	283	258	259	215	194	181	83	45	13	....	33	141	104	37	1	1
Richmond	....	819	456	420	508	306	268	172	115	100	20	10	....	15	130	117	13	11	11
Shelburne	12	532	412	459	481	385	278	262	254	148	68	48	2	81	266	213	53	52	52
Victoria	8	371	327	303	335	272	235	197	155	74	23	11	....	40	103	88	20	3	3
Yarmouth	....	1257	693	789	644	505	420	318	284	151	69	27	....	53	247	199	48	162	173
Total 1900	555	18243	13257	12256	12816	10666	9014	8825	7248	4391	1894	865	99	1678	7249	5671	1578	2551	2566
" 1899	451	18258	12970	12347	13087	10876	8814	9089	7151	4709	2018	736	111	1433	7574	5795	1779	2253	2178
Increase	104	.....	287	.....	.....	.....	200	.....	97	.....	.....	129	...	245	....	.....	.....	298	388
Decrease	...	15	..	91	271	210	.....	264	.....	318	124	....	12	.....	325	124	201	.....	.....

TABLE X. — ANALYSIS OF HIGH SCHOOL STUDIES (GRADE IX OR D).

Nova Scotia, Year ended July, 1900.

COUNTIES.	English.	Latin.	French.	History.	Geography.	Botany.	Physics.	Drawing.	Book-keeping.	Arithmetic.	Algebra.	Geometry.	Manual Training.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	404	22	20	386	397	311	299	363	390	411	343	307	.....	417	254	163
Antigonish	97	32	16	97	96	93	93	96	96	97	96	96	.....	97	90	7
Cape Breton	294	55	44	295	295	256	270	271	263	294	293	292	.....	296	237	59
Colchester	359	73	26	353	356	317	318	329	341	356	343	325	.....	365	291	74
Cumberland	314	70	61	313	318	292	285	305	316	315	296	296	.....	324	271	53
Digby	189	26	43	180	192	142	144	178	198	208	174	163	.....	208	107	101
Guysboro	144	16	1	144	142	117	129	138	140	145	140	135	.....	146	111	35
Halifax County	178	.....	.....	171	181	154	163	176	180	180	177	165	.....	241	150	91
Halifax City	188	158	82	188	188	188	188	188	188	196	196	196	.....	196	188	8
Hants	270	23	7	262	270	239	233	252	255	267	255	243	....	271	194	77
Inverness	230	33	16	225	230	218	224	226	229	233	230	226	.....	230	197	33
Kings	461	29	1	464	486	349	357	410	458	483	382	350	.....	489	285	204
Lunenburg	150	31	.....	177	181	149	154	168	188	192	177	162	.....	196	119	77
Pictou	330	56	28	326	326	283	281	298	298	326	320	389	.....	359	265	94
Queens	73	2	.....	74	77	71	67	71	76	79	74	75	.....	83	56	27
Richmond	94	26	26	94	94	85	84	83	91	94	91	90	10	100	84	16
Shelburne	141	13	10	144	146	110	113	138	140	146	143	134	.....	148	106	42
Victoria	74	10	1	70	70	65	70	73	69	74	72	72	.....	74	58	16
Yarmouth	146	15	49	145	149	124	126	139	139	148	139	140	.....	151	117	34
Total 1900	4136	690	431	4108	4194	3563	3498	3902	4055	4244	3841	3756	10	4391	3180	1211
" 1899	4395	725	435	4292	4390	3609	3635	4034	4196	4487	4103	3919	46	4709	3187	1522
Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	259	35	4	184	196	46	137	132	141	243	262	163	36	318	7	311

TABLE IX.—CLASSIFICATION OF PUPILS.

Nova Scotia, Year ended July, 1900.

Counties.	No. of Pupils in each Grade according to Provincial Course of Study.													Grades IX to XII.				Transfers.	
	Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	No. holding Provincial Certificate.	Total No. High School Pupils.	No. High School Pupils taking full course.	No. High School Pupils taking partial course.	No. of Pupils transferred out of school.	No. of Pupils transferred into school.
Annapolis	....	599	477	461	543	417	514	4'7	445	417	173	79	1	102	670	470	200	....	.....
Antigonish	15	490	433	418	272	375	323	273	238	97	66	43	27	63	233	200	33	.....	.....
Cape Breton	125	1507	1259	1028	1004	729	618	692	581	296	81	34	....	28	411	354	57	433	433
Colchester	2	810	800	652	773	645	582	557	523	365	191	93	18	208	667	560	107	109	109
Cumberland	....	1899	1168	1190	1080	938	784	732	564	324	168	66	4	165	562	460	102	314	314
Digby	....	1112	669	553	701	507	408	382	272	208	55	21	....	52	284	168	116	52	52
Guysboro	6	743	478	477	488	422	314	404	255	146	55	13	....	33	214	173	41	17	17
Halifax Co.	111	1460	921	863	1010	908	667	619	488	241	45	4	....	20	290	179	111	49	43
Halifax City	241	1666	1159	868	1021	844	730	587	433	196	130	113	....	233	439	425	14	1068	1078
Hants	....	715	570	501	561	537	424	471	447	271	104	34	4	86	413	311	102	56	56
Inverness	....	1215	731	696	615	490	383	538	343	230	75	24	1	91	330	288	42	3	3
Kings	....	685	560	540	520	590	450	520	473	489	207	77	12	93	785	523	262	42	42
Lunenburg	22	1206	1038	1014	1087	888	775	740	433	196	129	45	....	91	370	276	94	136	136
Pictou	3	841	842	741	909	649	626	750	764	359	190	110	30	191	689	563	126	43	43
Queens	10	316	264	283	258	259	215	194	181	83	45	13	....	33	141	104	37	1	1
Richmond	....	819	456	420	508	306	268	172	115	100	20	10	....	15	130	117	13	11	11
Shelburne	12	532	412	459	481	385	278	262	254	148	68	48	2	81	266	213	53	52	52
Victoria	8	371	327	303	335	272	235	197	155	74	23	11	....	40	103	88	20	3	3
Yarmouth	....	1257	693	789	644	505	420	318	284	151	69	27	....	53	247	199	48	162	173
Total 1900	555	18243	13257	12256	12816	10666	9014	8825	7248	4391	1894	865	99	1678	7249	5671	1578	2551	2566
" 1899	451	18258	12970	12347	13087	10876	8814	9089	7151	4709	2018	736	111	1433	7574	5795	1779	2253	2178
Increase	104	.....	287	.....	.....	.....	200	.....	97	.....	.....	129	...	245	....	.....	.....	298	388
Decrease	....	15	.. .	91	271	210	.....	264	.....	318	124	....	12	.....	325	124	201	.. ...	.....

TABLE X. — ANALYSIS OF HIGH SCHOOL STUDIES (GRADE IX OR D).

Nova Scotia, Year ended July, 1900.

COUNTIES.	English.	Latin.	French.	History.	Geography.	Botany.	Physics.	Drawing.	Book-keeping.	Arithmetic.	Algebra.	Geometry.	Manual Training.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	404	22	20	386	397	311	299	363	390	411	343	307	.....	417	254	163
Antigonish	97	32	16	97	96	93	93	96	96	97	96	96	.....	97	90	7
Cape Breton	294	55	44	295	295	256	270	271	263	294	293	292	.....	296	237	59
Colchester	359	73	26	353	356	317	318	329	341	356	343	325	.....	365	291	74
Cumberland	314	70	61	313	318	292	285	305	316	315	296	296	.....	324	271	53
Digby	189	26	43	180	192	142	144	178	198	208	174	163	.....	208	107	101
Guysboro	144	16	1	144	142	117	129	138	140	145	140	135	.....	146	111	35
Halifax County	178	.....	.....	171	181	154	163	176	180	180	177	165	.....	241	150	91
Halifax City	188	158	82	188	188	188	188	188	188	196	196	196	.....	196	188	8
Hants	270	23	7	262	270	239	233	252	255	267	255	243	....	271	194	77
Inverness	230	33	16	225	230	218	224	226	229	233	230	226	.....	230	197	33
Kings	461	29	1	464	486	349	357	410	458	483	382	350	.....	489	285	204
Lunenburg	150	31	.....	177	181	149	154	168	188	192	177	162	.....	196	119	77
Pictou	330	56	28	326	326	283	281	298	298	326	320	389	.....	359	265	94
Queens	73	2	.....	74	77	71	67	71	76	79	74	75	.....	83	56	27
Richmond	94	26	26	94	94	85	84	83	91	94	91	90	10	100	84	16
Shelburne	141	13	10	144	146	110	113	138	140	146	143	134	.....	148	106	42
Victoria	74	10	1	70	70	65	70	73	69	74	72	72	.....	74	58	16
Yarmouth	146	15	49	145	149	124	126	139	139	148	139	140	.....	151	117	34
Total 1900	4136	690	431	4108	4194	3563	3498	3902	4055	4244	3841	3756	10	4391	3180	1211
" 1899	4395	725	435	4292	4390	3609	3635	4034	4196	4487	4103	3919	46	4709	3187	1522
Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	259	35	4	184	196	46	137	132	141	243	262	163	36	318	7	311

TABLE XI.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE X OR C).

Nova Scotia, Year ended July, 1900.

COUNTIES.	English.	Latin.	Greek.	French.	German.	History.	Geography.	Chemistry.	Drawing.	Book-keeping.	Arithmetic.	Algebra.	Geometry.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	168	30	....	21	....	166	167	148	159	165	172	156	156	....	39	173	136	37
Antigonish	66	31	....	37	....	66	66	65	66	66	66	66	66	....	23	66	65	1
Cape Breton	81	27	2	28	....	81	81	80	81	81	81	81	81	....	21	81	80	1
Colchester	190	65	24	91	76	191	190	186	189	189	190	186	187	....	113	191	183	8
Cumberland	168	44	4	9	9	168	168	160	160	162	168	167	159	....	113	168	157	11
Digby	53	23	18	8	....	52	51	48	54	50	54	52	52	....	32	55	47	8
Guysboro	55	2	1	....	....	55	55	50	53	52	55	55	55	....	23	55	50	5
Halifax Co.	28	2	....	....	....	28	28	27	28	29	29	28	29	....	17	45	25	20
Halifax City	130	88	12	70	38	130	130	130	130	130	130	130	130	....	107	130	130	...
Hants	105	11	....	7	....	101	101	100	100	99	103	103	100	....	48	104	84	20
Inverness	75	17	....	11	...	75	75	74	73	75	75	75	74	....	48	75	71	4
Kings	197	29	1	12	13	193	196	190	179	192	199	191	187	....	47	207	168	39
Lunenburg	124	18	....	....	12	123	121	121	121	125	127	125	124	....	57	129	114	15
Pictou	172	73	....	15	....	172	172	171	169	168	171	172	171	....	71	190	165	25
Queens	37	5	....	....	....	36	37	37	37	39	39	39	39	....	20	45	36	9
Richmond	20	6	....	6	....	20	20	20	20	20	20	20	20	8	6	20	20	....
Shelburne	67	13	....	1	....	67	67	63	65	68	68	67	67	....	37	68	63	5
Victoria	23	3	....	....	....	23	23	23	23	23	23	23	23	3	8	23	19	4
Yarmouth	65	11	....	29	....	69	69	61	65	69	65	67	66	....	28	69	56	13
Total 1900	1824	498	62	345	148	1816	1817	1754	1772	1802	1835	1803	1786	11	858	1894	1669	225
" 1899	1865	607	92	305	69	1921	1930	1846	1869	1897	1954	1910	1894	21	760	2018	1737	281
Increase	....	....	....	40	79	....	....	....	....	....	....	....	....	....	98	....	....	....
Decrease	41	109	30	....	..	105	113	92	97	95	119	107	108	10	....	124	68	56

TABLE XII.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XI OR B).

Nova Scotia, Year ended July, 1900.

COUNTIES.	English.	Latin.	Greek.	French.	German.	History.	Physics.	Algebra.	Geometry.	Practical Mathematics	Physiology.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	79	20	....	1	....	77	78	78	78	79	77	....	62	79	77	2
Antigonish	43	20	6	25	3	42	42	43	43	41	42	....	21	43	41	2
Cape Breton	34	11	6	6	....	33	33	33	31	31	31	....	9	34	31	3
Colchester	93	50	22	12	....	93	93	93	93	93	93	....	88	93	91	2
Cumberland	65	24	2	12	4	65	65	63	66	65	65	....	65	66	65	1
Digby	21	9	....	....	....	21	21	21	21	20	20	....	20	21	20	1
Guysboro	13	....	....	....	....	13	13	13	13	13	13	....	10	13	13	....
Halifax Co	4	....	...	....	....	4	4	4	4	4	4	....	3	4	4	....
Halifax City	103	71	16	41	32	110	110	111	113	110	110	....	113	113	107	6
Hants	30	12	5	1	9	31	31	31	31	31	31	...	31	34	28	6
Inverness	24	10	....	3	....	24	19	22	22	22	18	....	16	24	20	4
Kings	74	24	10	9	....	73	73	74	73	68	68	....	37	77	61	16
Lunenburg	44	4	1	6	2	43	43	43	44	44	15	....	34	45	43	2
Pictou	109	52	8	16	....	109	105	106	105	105	98	....	87	110	100	10
Queens	13	2	....	....	....	12	13	13	12	13	12	....	13	13	12	1
Richmond	10	5	1	2	...	10	9	10	10	9	9	....	8	10	9	1
Shelburne	45	8	....	7	2	45	45	48	48	48	45	....	42	48	45	3
Victoria	11	5	1	....	....	11	11	11	11	11	11	....	6	11	11	...
Yarmouth	27	4	....	13	....	27	27	27	27	26	27	....	25	27	26	1
Total 1900	842	331	78	154	52	843	835	844	845	833	789	....	690	865	804	61
" 1899	728	300	81	151	32	718	711	728	724	704	691	4	540	736	682	54
Increase	114	31	....	3	20	125	124	116	121	129	98	....	150	129	122	7
Decrease	....	....	3	....	....	....	....	...	....	.....	..	4	....	....	....	....

TABLE XIII.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XII OR A).

Nova Scotia, Year ended July, 1900.

COUNTIES.	Englis	Latin.	Greek.	French.	German.	History.	Botany.	Physics.	Chemistry.	Algebra.	Geometry.	Psychology.	Sanitary Science.	Zoology.	Geology.	Astronomy.	Navigation.	Trigonometry.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No. pupils taking full regular course.	No. taking partial or special course.
Annapolis	1	1	....	1	....	1	1	1	1	1	1	1	1	1	1	1	1	1	....	1	1	1	....
Antigonish	27	27	10	22	5	27	4	13	11	4	4	9	4	6	2	4	5	12	....	19	27	4	23
Cape Breton	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Colchester	11	9	11	5	6	10	5	14	8	3	12	15	5	2	2	4	5	11	....	18	18	15	3
Cumberland	4	2	2	2	....	2	....	1	2	2	4	1	1	....	....	....	....	4	....	4	4	1	3
Digby	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Guysboro	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax Co.	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax City	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hants	2	2	4	2	....	2	....	2	2	2	4	4	4	....	....	....	2	2	....	4	4	2	2
Inverness	1	1	1	1	....	1	1	1	1	1	1	1	....	....	....	....	1	1	....	1	1	....	1
Kings	9	9	7	12	....	9	....	....	4	....	9	9	9	9	....	....	....	9	....	9	12	9	3
Lunenburg	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pictou	29	23	11	21	20	29	21	21	25	23	27	29	29	20	20	20	21	27	....	30	30	30	....
Queens	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Richmond	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Shelburne	2	2	2	....	....	1	1	2	1	2	2	2	1	1	1	....	1	2	....	2	2	1	1
Victoria	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total 1900	86	76	48	66	31	82	33	55	55	38	64	71	54	39	26	29	36	69	....	88	99	63	36
" 1899	102	100	51	60	28	96	33	72	40	60	84	93	82	49	38	37	43	65	4	92	111	96	15
Increase	....	....	....	6	3	....	....	....	15	....	....	....	....	....	....	....	....	4	....	....	....	....	21
Decrease	16	24	3	....	....	14	....	17	....	22	20	22	28	10	12	8	7	....	4	4	12	33	....

TABLE XIV.—AVERAGE SALARY OF MALE TEACHERS.

Nova Scotia, Year ended July, 1900.

Counties.	Class A.—(Male).			Class B.—(Male).			Class C.—(Male).			Class D.—(Male).		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis	.....	.....	$675 87	$112 81	$254 61	$367 42	$84 61	$224 73	$309 34	$56 41	$141 67	$198 08
Antigonish	.....	.....	702 75	112 81	300 50	413 31	84 61	177 33	261 94	56 41	129 44	185 85
Cape Breton	.....	.....	690 66	112 81	267 38	380 19	84 61	150 00	234 61	56 41	122 70	179 11
Colchester	.....	.....	718 20	112 81	437 00	549 81	84 61	180 83	265 44	56 41	113 87	170 28
Cumberland	.....	.....	702 75	112 81	300 50	413 31	84 61	177 33	261 94	56 41	129 44	185 85
Digby	.....	.....	825 00	112 81	283 75	396 56	84 61	154 17	238 78	56 41	181 75	238 16
Guysboro	.....	.....	540 00	112 81	234 00	346 81	84 61	161 28	245 89	56 41	112 14	168 55
Halifax Co.	.....	.....	880 00	112 81	135 00	247 81	84 61	188 57	273 18	56 41	140 42	196 83
Halifax City	.....	.....	1149 00	112 81	713 00	825 81	84 61	510 00	594 61	56 41	350 00	406 41
Hants	.....	.....	706 84	112 81	225 56	338 37	84 61	187 67	272 28	56 41	120 84	177 25
Inverness	.....	.....	750 00	112 81	150 00	262 81	84 61	122 00	206 61	56 41	104 00	160 41
Kings	.....	.....	344 82	112 81	263 31	376 12	84 61	147 50	232 11	56 41	108 75	165 16
Lunenburg	.....	.....	774 34	112 81	175 00	287 81	84 61	135 00	219 61	56 41	101 00	157 41
Pictou	.....	.....	750 00	112 81	306 87	419 68	84 61	158 16	242 77	56 41	105 44	161 85
Queens	.....	.....	750 00	112 81	240 00	352 81	84 61	300 00	384 61	56 41	97 00	153 41
Richmond	.....	.....	750 00	112 81	210 00	322 81	84 61	133 60	218 21	56 41	98 23	154 64
Shelburne	.....	.....	508 33	112 81	215 00	327 81	84 61	145 63	230 24	56 41	130 20	186 61
Victoria	.....	.....	750 00	112 81	190 00	302 81	84 61	140 00	224 61	56 41	120 00	176 41
Yarmouth	.....	.....	950 00	112 81	400 83	513 64	84 61	168 75	253 36	56 41	129 00	185 41
Total 1900	.....	.....	$732 55	$112 81	$279 07	$391 88	$84 61	$187 50	$272 11	$56 41	$133 47	$189 88
" 1899	.....	.....	781 13	114 86	283 94	398 80	86 14	175 01	261 15	57 43	130 32	187 75
Increase	.....	.....	.....	.....	.....	.....	.....	$12 49	$10 96	.....	$3 15	$2 13
Decrease	.....	.....	$48 58	$2 05	$4 87	$6 92	$1 53	.....	.....	$1 02	.....	.....

TABLE XV.—AVERAGE SALARY OF FEMALE TEACHERS.

Nova Scotia, Year ended July, 1900.

Counties.	Class A.—(Female).			Class B.—(Female).			Class C.—(Female).			Class D.—(Female).		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis	.....	.....	.....	$112 81	$159 88	$272 69	$84 61	$120 79	$205 40	$56 41	$ 96 00	$152 41
Antigonish	.....	.....	.....	112 81	127 50	240 31	84 61	123 02	207 63	56 41	86 42	142 83
Cape Breton	.....	.....	.....	112 81	216 45	329 26	84 61	183 30	267 91	56 41	106 64	163 05
Colchester	.....	.....	$289 00	112 81	205 28	318 09	84 61	141 76	226 37	56 41	97 62	154 03
Cumberland	.....	.....	312 28	112 81	172 32	285 13	84 61	176 26	260 87	56 41	132 78	189 19
Digby	.....	.....	500 00	112 81	164 17	276 98	84 61	119 65	204 26	56 41	110 53	166 94
Guysboro	.....	.....	.....	112 81	190 00	302 81	84 61	145 70	230 31	56 41	101 12	157 53
Halifax Co.	.....	.....	200 00	112 81	190 38	303 19	84 61	172 79	257 40	56 41	125 09	181 50
Halifax City	.....	.....	619 00	112 81	352 00	464 81	84 61	284 00	368 61	56 41	210 00	266 41
Hants	.....	.....	350 31	112 81	166 25	279 06	84 61	154 20	238 81	56 41	110 45	166 86
Inverness	.....	.....	.....	112 81	130 00	242 81	84 61	98 00	182 61	56 41	90 00	146 41
Kings	.....	.....	601 71	112 81	171 00	283 81	84 61	140 20	224 81	56 41	104 33	160 74
Lunenburg	.....	.....	621 84	112 81	161 00	273 81	84 61	120 00	204 61	56 41	102 00	158 41
Pictou	.....	.....	.....	112 81	167 94	280 75	84 61	141 88	226 49	56 41	101 84	158 25
Queens	.....	.....	.....	112 81	170 00	282 81	84 61	137 00	221 61	56 41	90 00	146 41
Richmond	.....	.....	.....	112 81	125 00	237 81	84 61	96 87	181 48	55 41	89 60	146 01
Shelburne	.....	.....	.....	112 81	171 43	284 24	84 61	134 82	219 43	56 41	99 14	155 55
Victoria	.....	.....	.....	112 81	190 00	302 81	84 61	125 00	209 61	56 41	110 00	166 41
Yarmouth	.....	.....	309 48	112 81	197 81	310 62	84 61	163 68	248 29	56 41	125 29	181 70
Total 1900	.....	.....	$422 62	$112 81	$180 44	$293 25	$84 61	$146 26	$230 87	$56 41	$109 94	$166 35
" 1899	.....	.....	477 28	114 86	193 15	308 01	86 14	145 11	231 25	57 43	108 48	165 91
Increase	.....	.....	.....	.....	.....	.....	.....	$1 15	.....	.....	$1 46	$0 44
Decrease	.....	.....	$54 66	$2 05	$12 71	$14 76	$1 53	.....	$0 38	$1 02	.....	.....

TABLE XVI.

Apportionment of County Fund to Trustees for Year ended July, 1900.

MUNICIPALITIES.	Grand total days' attendance made by all the pupils.	On account of Teachers employed.	On account of average attendance of pupils.	On account of Pupils attending Halifax School for Blind.	On account of Pupils attending Deaf and Dumb Institution, Halifax.	Total amount appropriated.	Amount per Pupil in attendance the full Term.
Annapolis ..	480,532	$ 2,922 23	$2,657 96	$ 75 00	$ 150 00	$ 5,805 19	$1 15
Antigonish..	310,988	2,133 65	2,474 95	75 00	150 00	4,833 60	1 65
Cape Breton.	805,938	3,899 99	5,716 89	225 00	450 00	10,291 88	1 52
Colchester .	522,641	3,260 69	2,756 10	375 00	225 00	6,616 79	1 09
Cumberland.	1,008,768	5,145 91	4,388 97	225 00	600 00	10,359 88	92
Digby	305,197	1,685 11	1,535 93	133 11	177 48	3,531 63	1 05
Clare	234,776	1,158 86	1,063 79	91 89	122 52	2,437 06	95
Guysboro. ..	296,162	1,629 45	1,902 39	225 04	112 52	3,869 40	1 35
St. Mary's ..	95,817	586 29	590 37	74 96	37 48	1,289 10	1 29
Halifax Co. .	664,951	3,321 36	4,483 64	450 00	225 00	8,480 00	1 35
Hants, East.	224,232	1,466 56	1,235 92	73 76	73 76	2,850 00	1 15
Hants, West	225,847	1,292 51	1,499 81	76 24	76 24	2,944 80	1 41
Inverness .	505,448	3,720 36	3,094 62	375 00	525 00	7,714 98	1 29
Kings	544,574	3,256 08	2,811 52	375 00	300 00	6,742 60	1 07
Lunenburg ..	739,485	3,666 14	3,039 61	371 76	619 60	7,697 11	87
Chester	144,697	785 77	627 44	78 24	130 40	1,621 85	91
Pictou.....	806,028	4,370 69	5,622 31	.....	375 00	10,368 00	1 47
Queens	275,695	1,574 77	1,610 17	.....	.....	3,184 94	1 21
Richmond	352,196	1,925 72	2,018 81	75 00	300 00	4,319 53	1 31
Shelburne ..	212,670	1,159 92	783 78	153 12	229 68	2,326 50	80
Barrington..	201,691	978 32	885 88	146 88	220 32	2,231 40	97
Victoria	214,433	1,606 03	2,134 97	.....	.....	3,741 00	2 10
Yarmouth ..	377,637	1,733 95	1,828 18	174 04	130 53	3,866 70	1 04
Argyle.	265,525	1,159 05	1,419 52	125 96	94 47	2,799 00	1 15
Total 1900.	9,815,928	$54,439 41	$56,183 53	$3,975 00	$5,325 00	$119,922 94	$ 1 21
" 1899.	9,810,310	53,602 77	57,442 16	3,712 50	5,325 00	120,082 43	1 23
Increase ..	5,618	$ 836 64	.....	$ 262 50	.....	.....	.....
Decrease..	.....	.....	$ 1,258 63	.....	.....	$ 159 49	$0 02

TABLE XVII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS, 1900.

COUNTIES.	Paid by Government over and above the ordinary Grants towards Salaries of Teachers employed in Poor Sections.		TOTAL
	First Half Year.	Second Half Year	
Annapolis	$ 138 79	$ 151 83	$ 290 62
Antigonish	91 95	154 75	246 70
Cape Breton	65 43	91 48	156 91
Colchester	150 00	150 00	300 00
Cumberland	150 00	150 00	300 00
Digby	150 00	150 00	300 00
Guysboro	69 39	151 18	220 57
Halifax	134 89	147 01	281 90
Hants	125 37	131 55	256 92
Inverness	144 86	136 46	281 32
Kings	150 00	150 00	300 00
Lunenburg	150 00	150 00	300 00
Pictou	150 68	114 09	264 77
Queens	122 39	117 43	239 82
Richmond	109 68	111 19	220 87
Shelburne	43 39	40 86	84 25
Victoria	30 08	37 03	67 11
Yarmouth	66 21	55 89	122 10
Total 1900	$2043 11	$2190 75	$4233 86
" 1899	1981 19	1980 48	3961 67
Increase	$ 61 92	$ 210 27	$ 272 19
Decrease	.....	.....	.....

TABLE XVIII.

POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools.	Amount of County Assessment paid to these Schools over and above ordinary allowance.
Annapolis, County of.....	21	$ 205 58
Antigonish, "	19	223 84
Cape Breton, "	13	141 40
Colchester, "	25	240 31
Cumberland, "	26	270 36
Digby, District of	15	167 28
Clare, "	7	78 41
Guysboro "	9	113 69
St. Mary's, "	6	53 41
Halifax, County of.....	23	277 34
Hants, East, District of.....	12	105 65
Hants, West, "	9	106 31
Inverness, County of.....	21	232 61
Kings, "	31	323 92
Lunenburg and New Dublin, District of	18	170 40
Chester, District of	8	62 97
Pictou, County of	20	202 87
Queens, "	15	171 25
Richmond, "	13	157 68
Shelburne, District of	5	56 55
Barrington, "	4	36 80
Victoria, County of	5	63 76
Yarmouth, District of	7	79 85
Argyle, "	3	24 34
Total 1900.	335	$3566 58
" 1899.	313	3457 91
Increase.....	22	$ 108 67
Decrease	.....	.....

TABLE XIX.—COUNTY ACADEMIES.

Academies.	Instructors.	Class of License.	Annual Salary.	Department or Subjects Taught. (Subjects are given briefly by Numbers.	Hours per Day.
Annapolis	John Naylor Creed	A. cl.	$ 750 00	All subjects	5
Antigonish	Rev. A. Thompson, D.D	A. cl.	1000 00	Nos. 81, 84, 86	2½
	Rev. D. C. Gillis	A. cl.	800 00	" 86, 87	3½
	Thomas More Phelan	A. cl.	700 00	" 79 80, 81, 82, 84	4¾
	Sister St. Leonard	B.	150 00	" 65, 67, 68, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 83.	5
Cape Breton	Frank I. Stewart, B.A., (Lond.)	A. cl.	912 50	" 67, 68, 74, 77, 78, 79, 80, 81, 86. M. P. Q	5
	D. S. McIntosh, B.A, B.Sc	A. cl.	762 50	" 70, 71, 72, 75, 76, 82, 83, 84, 85, 87	5
	Isabel Leonard	B.	.....	" 88	1½
Clare	James P. Connolly, B.A	A. cl.	750 00	" 72, 74, 77, 80, 81	4⅕
	Rev. P. Chiasson	C	300 00	" 75, 76, 78, 80, 81	2⅘
	Rev. J. M. LeGuenneo, B.A	.....	.....	" 76, 79, 82, 83, 84, 85	2⅘
	Th. Merel	.....	.....	" 75, 76, 86, 87	4
Colchester	W R. Campbell, M.A	A. cl.	1200 00	" 82, 85, 86. 87	4¾
	Jas. Little	B.	1050 00	" 78, 80, 81, 124, 83, 84	4¾
	M. D. Hemmeon, B.A	A. cl.	900 00	" 72, 75, 76, 79, 83, 125, 126	4¾
	J. E. Barteaux	B.	750 00	" 74, 77, 78, 80, 82, 84, 85	4¾
	H. S. Crowe, B.A	B.	560 00	" 72, 80, 81, 87, 89	4¾
	L. A. Richardson	B.	400 00	" 72 75, 76, 77, 86	4¾
	Lydia A. Edwards	.....	200 00	" 88	2
·berland	E. J. Lay	A. cl.	1300 00	" 70, 76, 79, 80, 81, 82, 86, 88	5
	N. D. MacTavish	A. sc.	850 00	" 67, 75, 77, 78, 79, 80, 81, 83, 84, 85	5
	Wm. M. Hepburn, B.A	A. cl.	600 00	" 66, 71 72, 74, 75, 80, 88	5
J	H. B. Hogg, M.A	A. cl.	900 00	" 72, 76, 78, 79, 80, 81, 83, 84, 85, 88	5
	Bessie M. Logan, B.A	A. cl.	500 00	" 65, 67, 69, 70, 71, 73, 74, 75, 77, 82, 86, 87	5
Guysboro	G. K. Butler, M.A	A. cl. & sc.	750 00	All subjects	4½

Halifax	William T. Kennedy	A. cl.	1600 00	Nos. 71, 72, 75, 76, 77, 81	4
	Silvanus A. Morton, M.A	A cl.	1250 00	" 74, 78, 79, 80, 84	4
	Jotham W. Logan, B.A	A. cl.	1200 00	" 86, 87	4
	S. Katherine Mackintosh	A. cl.	850 00	" 67, 70, 72, 75, 76, 83	4
	Jules M. Lanos, B.L		700 00	" 88, 89	4
	Florence A. Peters	B.	750 00	" 72, 74, 78, 80, 82, 84	4
	Kate Ross Hill		250 00	" 77	2
Hants	John A. Smith, M.A	A. cl	1000 00	" 72, 74, 75, 76, 78, 79, 80, 81, 83, 86, 87, 89	4
	J. S. Layton, B A	A. cl.	600 00	" 65, 67, 69, 70, 71, 72, 74, 75, 76, 77, 80, 81, 82 83, 84, 85, 88	4
Inverness	P. Somers Smyth	A. cl.	750 00	All subjects	5
Kings	Jennie W. Ross, A.M	A. cl.	850 00	Nos. 66, 70, 71, 72, 80, 84, 87, 88, 89	4½
	Ellen M. MacKenzie	A cl.	600 00	" 72, 79, 80, 85, 86	4½
	Theresa Farrell	A. cl.	550 00	" 70, 71, 73, 75, 76, 78, 81, 82, 83	4½
	Geo. M. Huggins	B.	450 00	" 65, 67, 69, 74, 75, 76; 77, 78, 80, 82, 84	4½
Lunenburg	B. McKittrick, A.B	A. cl.	1000 00	" 67, 68, 69, 72, 78, 79, 80, 81, 82, 83, 84, 85, 88	5
	Agnes H. Roop, M.A	A. cl.	650 00	" 70, 71, 72, 74, 75, 76, 78, 80, 81, 86	5
	Minnie Hewitt	A. sc.		" 77	1
Pictou	Charles Budd Robinson, A.B	A. cl.	850 00	" 112, 114, 115, 116, 117, 124, 125, 126	4
	Henry Pope Duchemin, A.B	A. cl.	850 00	" 104, 109, 110, 120	4
	Clarence Leander Moore, A.B	A cl.	850 00	" 111, 112, 113, 118, 119, 120, 121, 122, 123	4
	Robert McLellan	A. cl.	1200 00	" 105, 106, 107, 108	4
Queens	J. D. Sprague	A. cl.	750 00	All subjects	5
Richmond	Howard D. Urquhart	A. cl.	750 00	All subjects	5
Shelburne	C. Stanley Bruce	A. cl.	750 00	All subjects	5
Victoria	James McPhee, B A	A. cl.	750 00	All subjects	5
Yarmouth	A Cameron	A. cl.	1200 00	Nos. 72, 75, 76, 80, 81	5
	Willard F. Kempton	A. cl.	1100 00	" 78, 80, 81, 86, 88	5
	Harold J. Wyman	A. sc.	550 00	" 74, 77, 79, 81, 82 83, 84, 85, 88	5

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.				Half Year.			
	Total pupils' on Register at end of quarter. 16	Average daily attendance. 17	Per cent of pupils enrolled daily present on an average. 18	Total pupils on Register at end of quarter. 19	No. attended during quarter. 20	Average daily attendance. 21	Per cent of those attended during quarter daily present on an average. 22	Total pupils on Register at end of quarter. 23	No. attended during quarter. 24	Average daily attendance. 25	Per cent attended during quarter daily present on an average. 26	Total pupils on Register at end of quarter. 27	No. attended during quarter. 28	Average daily attendance. 29	Per cent attended during quarter daily present on an average. 30	Days open first half year. 31	Days open second half year. 32	Total days' attendance first half year. 33	Total days' attendance second half year. 34
Annapolis...	24	19.3	80.4	26	23	20.	87.	26	21	15.9	75.8	26	18	15.4	85.6	102.	103.	2006.5	1616.5
Antigonish .	133	117.6	88.4	141	140	123.7	88.3	141	137	120 1	87.7	145	120	112.2	92.6	98.	101.	10847.	10761.
Cape Breton	46	38.	82.6	59	58	43.2	74.5	68	54	49.7	92.	70	51	40.9	80.	98.	103.	4015.	4691.
Colchester...	205	179.3	87.1	220	215	162.2	74.8	222	192	149.5	77.1	225	167	136.9	78.7	96.	101.	16278.	14392.
Cumberland	96	82.6	86.1	101	98	79.2	80.8	102	89	72.9	81.9	102	82	71.	86.6	99.	100.	8004.	7198.
Digby	37	32.2	87.	40	37	27.2	73.5	41	36	27.1	75.	41	31	25.2	81.1	103.	103.	3038.	2702.5
Clare	32	29.3	91.4	34	32	29.1	91.	34	29	27.8	95.8	34	28	25.2	90.	87.	99.	2537.5	2618.5
Guysboro ..	26	21.8	83.7	29	29	23 6	81 4	29	29	22.1	76.1	29	26	21 8	83.8	103.	102.	2342.	2238.
Halifax	321	295.	91.9	330	319	276.4	86.6	332	300	247.4	82.5	333	276	257.2	93.2	98.	101.	27910.	25541.
Hants.....	64	51.6	80.6	66	63	51.8	82.2	68	64	48.5	75.8	69	58	43.4	74.8	99.	103.	5060.5	4745.5
Inverness .	18	15.	83.3	23	23	16.5	72.	23	21	19.1	91.	23	20	17.9	89.8	102.	102.	1615.	1893.5
Kings	86	63.4	73.7	93	78	63.1	80.8	94	75	58.7	78.3	95	68	56.7	83.4	100.	101.	6305.	5834.5
Lunenburg .	78	60.9	78.1	83	75	56.	74.7	87	76	59.7	78.6	87	66	54.9	83.2	103.	100.	6005.	5738.
Pictou	150	123.5	82.3	166	156	121.7	78.1	166	143	114.2	80.	167	124	93.4	75.3	102.	107.	12507.	11283.
Queens	34	30.9	90 9	35	33	27.7	83.9	36	31	26.6	85.8	36	29	25.5	91.1	103.	108.	3011.	2813.
Richmond..	24	19.9	82.9	27	25	20.9	83.6	27	25	22.3	89.4	27	21	18.7	89.	97.	103.	1989.5	2121.
Shelburne...	25	21.6	86.5	29	29	22.	75.8	29	28	22.4	80.1	31	28	23.5	83.9	103.	103.	2246.5	2362.
Victoria ...	28	21.4	76.5	29	26	18.2	70.	31	22	18.6	81.4	31	21	17.	81.	93.	100.	1829.	1768.5
Yarmouth. .	88	76.	86.4	91	88	69.1	78.5	94	84	67.2	80.	94	81	68.5	84.6	97.	100.	6997.	6814.
Total 1900.	1515	1299.3	85.7	1622	1547	1251.6	80.9	1650	1456	1189.8	81.7	1665	1315	1125.3	85.5	99.1	102.	124543.5	117131.5
" 1899.	1602	1377.4	85.9	1736	1682	1333.1	79.2	1785	1586	1308.2	82.5	1798	1448	1192.4	82.3	96.1	101.	128539.	125096.
Increase ..	.....	....	.....	.....	....	.....	1.7	.....	....	.....	.....	.....	....	.....	3.2	3.	.1	.....	.....
Decrease.	87	78.1	.2	114	135	81.5	.....	135	130	118.4	.8	133	133	67.1	.....	.....	.....	3995.5	7964.5

TABLE XIX.—COUNTY ACADEMIES.—(*Continued*).

Academies.	Whole Year.									No. on Register whose Attendance during the year was						No. of Pupils on Register.		
	Between 5 and 15 years.	Over 15 years.	Total annual enrolment.	Boys.	Girls.	Total days' attendance for year.	Days taught during year.	Daily present on an average during year.	Av. of quarterly percentages of attendance.	20 days or less.	Over 20 and up to 50 days.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 days.	Belonging to this School Section.	From beyond limits of Sec., but within County.	From beyond limits of County.
	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53
Annapolis	5	21	26	16	10	3622.5	205.	17.6	82.2	2	2	4	2	16	.	21	5	.....
Antigonish	13	132	145	102	43	21608.	201.	107.5	87.2	..	6	16	26	92	5	53	22	70
Cape Breton	19	51	70	38	32	8706.	201.	43.3	82.3	2	7	20	10	25	6	45	18	7
Colchester	68	157	225	86	139	30670.	197.	155.7	79.4	6	14	41	39	125	.	136	58	31
Cumberland	41	61	102	36	66	15202.	199.	76.4	83.4	2	5	13	17	65	.	66	35	1
Digby	9	32	41	19	22	5740.5	206.	27.9	79.2	2	3	4	12	19	1	34	7	.....
Clare	4	30	34	34	....	5156.	186.	27.7	92.1	1	3	1	3	26	..	6	17	11
Guysboro	9	20	29	13	16	4580.	205.	22 3	81.3	..	1	2	5	21	..	21	8	.....
Halifax	100	233	333	130	203	53451.	199.	268.6	88.9	6	11	24	32	260	..	221	105	7
Hants	19	50	69	21	48	9806.	202.	48.5	78.3	2	3	8	17	36	3	50	19	.....
Inverness	7	16	23	11	12	3578.5	204.	17.5	84.	..	1	4	3	14	1	15	7	1
Kings	41	54	95	41	54	12139.5	201.	60.4	79.	12	10	8	13	51	1	68	25	2
Lunenburg	29	58	87	31	56	11743.	203.	57 8	78.6	..	7	19	19	36	6	64	23	.....
Pictou	27	140	167	87	80	23790.	209.	113.7	78.9	6	8	27	36	90	..	79	68	20
Queens	5	31	36	8	28	5824.	211.	27.6	87.9	..	3	4	1	22	6	24	10	2
Richmond	7	20	27	12	15	4110.5	200.	20.6	86.2	1	1	3	4	18	.	22	4	1
Shelburne	10	21	31	17	14	4608.5	206.	22 4	81.6	..	3	2	6	19	1	19	11	1
Victoria	6	25	31	15	16	3597.5	193.	18.6	77.2	2	6	4	4	15	..	22	9	.....
Yarmouth	33	61	94	29	65	13811.	197.5	69.9	82.4	3	3	11	15	62	..	78	10	6
Total 1900	452	1213	1665	746	919	241744.5	201.3	1204.	82.6	47	97	215	264	1012	30	1044	461	160
" 1899	447	1351	1798	812	986	257584.2	197.1	1304.	80.	46	119	219	368	1040	6	1046	552	290
Increase	5	....	.....	.....	...	.....	4.2	.....	2.6	1	.....	.....	.....	.....	24	....	.....	.....
Decrease	.....	138	133	66	67	15839.7	....	100.	.....	..	22	4	104	28	..	2	91	40

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

CADEMIES.	No. of Teachers.	Average No of Minutes taken by Teacher during the Year in giving Instruction in the various Groups of Subjects specified below.																								
		Calisthenics and Military Drill.	Vocal Music.	Hygiene & Temperance.	Moral and Patriotic Duties	Object Lessons on Nature.	Spelling and Dictation.	Reading and Elocution	Eng. Composition Gr'm, Lit., &c.	Writing.	Book-keeping.	Geography.	History.	Drawing.	Arithmetic.	Practical Mathematics.	Algebra.	Geometry.	Botany, Zoology, Geology, &c.	Physiology, Psychology.	Physics.	Chemistry.	Latin.	Greek.	French.	German.	Manual Training
		65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90
Annapolis	1	....	10	....	....	....	....	....	200	...	20	50	75	50	300	100	200	200	10	40	150	100	100	....	100	....	..
Antigonish	4	15	15	15	120	...	....	30	550	60	195	270	450	150	450	250	600	420	300	180	400	240	450	430	340	200	..
Cape Breton	3	....	.	25	15	15	30	100	500	..	75	80	150	75	250	100	190	210	110	40	175	160	470	110	90	....	..
Colchester	7	....	.	....	....	....	....	....	388	...	220	365	795	215	390	180	825	746	290	180	435	520	830	448	550	88	..
Cumberland	3	....	..	50	50	50	100	100	500	40	225	225	325	320	460	100	400	530	75	100	175	150	300	....	125	....	..
Digby	2	....	.	6	6	....	10	10	150	..	60	10	90	60	150	60	150	150	60	60	90	60	60	18	60	....	..
Clare	4	....	.	....	....	....	....	....	780	...	150	165	255	120	330	90	380	380	75	135	300	180	630	165	...	....	..
Guysboro	1	....	.	....	....	....	....	....	300	...	140	45	80	30	175	100	170	225	20	20	50	90	....	...	....	....	..
Halifax	7	20	50	10	10	....	....	270	895	...	190	340	485	220	580	110	550	530	24	105	168	250	740	340	550	330	..
Hants	2	15	.	10	10	....	....	....	300	...	60	180	180	30	360	90	380	380	90	40	135	120	60	60	90	60	.
Inverness	1	....	..	10	10	....	....	70	330	...	20	120	130	50	50	50	50	225	30	45	130	60	170	....	....	....	..
Kings	4	20	12	40	15	60	80	60	390	120	135	210	370	180	360	190	480	270	180	240	220	300	660	420	20	225	..
Lunenburg	3	2	3	8	10	10	5	15	550	. .	40	120	200	105	420	150	320	275	110	105	175	270	95	17	30	15	..
Pictou	4	....	..	20	....	....	....	....	660	..	120	120	360	110	190	130	480	480	480	150	180	260	620	180	480	120	..
Queens	1	....	..	5	10	....	....	30	200	...	40	100	150	50	160	80	150	150	70	50	50	60	175	....	100	....	..
Richmond	1	....	.	...	....	....	40	....	360	. .	60	100	140	120	90	40	130	140	60	40	90	60	60	....	....	....	.
Shelburne	1	....	..	....	....	....	....	40	175	...	40	70	70	75	75	65	60	250	50	50	60	60	30	10	....	....	.
Victoria	1	....	20	20	20	20	....	20	100	...	150	125	125	125	125	50	100	200	125	75	75	75	100	50	....	....	..
Yarmouth	3	....	.	....	....	....	...	....	625	...	105	110	280	105	155	180	435	562	75	90	180	135	643	....	566	....	..
Total 1900	53	4	5	11	14	8	14	39	418	11	107	147	247	115	266	111	318	333	117	92	170	166	326	118	163	54	..
" 1899	53	8	6	16	17	6	20	61	481	12	103	157	256	117	257	112	299	349	91	101	157	161	304	127	158	68	.
Increase	..	....	..	....	....	2	...	....	. .	...	4	....	....	....	9	...	19	....	26	....	13	5	22	....	5	....	..
Decrease	..	4	1	5	3	....	6	22	63	1	...	10	9	2	....	1	....	16	....	9	....	....	....	9	....	14	.

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	Analysis of High School Studies.																										
	English.					Latin.					Greek.				French.					German.				History.			
	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX	Grade X.	Grade XI.	Grade XII.	Total.	Grade. X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.
Annapolis	11	14	1	...	26	....	10	....	....	10	..	....	....	....	5	10	....	...	15	..	....	....	..	11	14	1	....	26
Antigonish	40	45	33	27	145	27	28	18	27	100	..	4	10	14	12	33	25	22	92	..	3	5	8	40	45	33	27	145
Cape Breton	37	23	10	....	70	19	15	8	...	42	1	5	....	6	2	5	2	....	9	..	..	....	...	37	23	10	....	70
Colchester	81	69	57	11	218	67	45	35	9	156	24	21	11	56	24	12	12	5	53	.	....	6	6	81	69	57	10	217
Cumberland	37	47	18	....	102	30	34	16	...	80	.	....	....	....	32	...	6	....	38	..	....	...	...	37	47	18	....	102
Digby	29	8	4	....	41	20	4	....	....	24	2	....	....	2	20	4	....	....	24	..	....	....	...	29	8	4	....	41
Clare	5	16	13	....	34	5	16	9	....	30	16	....	....	16	....	....	....	....	....	..	....	....	..	5	16	13	....	34
Guysboro	11	13	5	....	29	2	1	...	....	3	1	....	....	1	....	....	....	....	....	..	....	....	...	11	13	5	....	29
Halifax	122	115	96	....	333	92	76	64	....	232	11	14	....	25	29	55	28	....	112	23	18	....	41	122	115	93	....	330
Hants	36	17	12	2	67	11	4	8	2	25	..	2	2	4	....	1	1	....	2	..	9	....	9	36	17	12	2	67
Inverness	5	12	6	....	23	2	4	2	....	8	..	....	....	....	....	...	....	....	....	..	....	....	..	5	12	6	....	23
Kings	32	31	20	9	92	13	8	9	9	39	..	10	7	17	....	....	....	12	12	13	9	....	22	32	31	20	9	92
Lunenburg	24	40	23	....	87	15	12	4	....	31	..	1	....	1	....	....	6	....	6	12	2	....	14	24	36	22	...	82
Pictou	40	46	50	27	163	20	29	34	21	104	..	7	9	16	13	6	10	19	48	.	....	20	20	39	46	50	27	162
Queens	10	15	11	....	36	2	....	2	....	4	.	....	....	....	...	6	1	....	7	..	....	....	...	10	15	11	....	36
Richmond	16	7	4	....	27	11	4	4	....	19	..	....	....	....	....	....	....	....	...	.	....	....	...	16	7	4	....	27
Shelburne	13	8	9	1	31	2	2	2	1	7	..	....	1	1	....	....	....	....	....	..	....	....	..	13	8	9	....	30
Victoria	12	9	10	....	31	8	2	5	....	15	1	1	....	2	....	....	....	..	....	..	....	...	...	11	9	10	....	30
Yarmouth	44	31	19	....	94	9	7	4	....	20	..	....	....	....	32	18	12	....	62	..	....	....	..	44	31	19	....	94
Total 1900	605	566	401	77	1649	355	301	224	69	949	56	65	40	161	169	150	103	58	480	48	41	31	120	603	562	397	75	1637
" 1899	700	620	367	89	1776	381	312	188	88	969	64	64	49	177	223	180	100	58	561	37	22	27	86	699	619	366	90	1774
Increase	....	...	34	....	....	....	....	36	....	....	..	1	....	....	....	....	3	....	....	11	19	4	34	....	....	31	....	....
Decrease	95	54	....	12	127	26	11	....	19	20	8	....	9	16	54	30	....	....	81	..	....	...	..	96	57	....	15	137

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	Analysis of High School Studies.																				
	Geography.				Botany.			Physics.				Chemistry.			Drawing.			Book-keeping.		
	Grade IX.	Grade X.	Grade XI.	Total.	Grade IX.	Grade XII.	Total.	Grade IX.	Grade XI.	Grade XII.	Total.	Grade X.	Grade XII.	Total.	Grade IX.	Grade X.	Total.	Grade IX.	Grade X.	Total.
Annapolis	11	14	1	26	11	....	11	11	1	....	12	14	....	14	11	14	25	11	14	25
Antigonish	40	45	12	97	64	4	68	56	33	13	102	45	11	56	40	49	89	40	45	85
Cape Breton	37	23	10	70	39	....	39	37	10	....	47	23	...	23	37	23	60	37	23	60
Colchester	81	69	....	150	79	5	84	79	57	14	150	69	8	77	81	69	150	81	69	150
Cumberland	37	47	....	84	37	....	37	37	18	....	55	47	....	47	37	47	84	37	47	84
Digby	29	8	4	41	29	....	29	29	4	....	33	8	....	8	29	8	37	29	8	37
Clare	5	16	13	34	5	....	5	5	13	....	18	16	...	16	5	16	21	5	16	21
Guysboro	11	13	....	24	9	....	9	11	5	....	16	13	....	13	11	13	24	11	13	24
Halifax	122	115	93	330	122	....	122	122	93	....	215	115	....	115	122	115	237	122	115	237
Hants	36	17	14	67	66	....	36	36	.....	2	38	17	....	17	36	17	53	36	17	53
Inverness	5	12	6	23	5	....	5	5	.....	6	11	12	...	12	5	12	17	5	12	17
Kings	32	31	20	83	32	....	32	32	20	....	52	31	4	35	32	36	68	32	31	63
Lunenburg	24	36	....	60	24	....	24	24	22	....	46	40	....	40	24	36	60	24	40	64
Pictou	40	46	....	86	39	21	60	39	46	21	106	46	23	69	40	48	88	40	48	88
Queens	10	15	11	36	10	....	10	10	11	....	21	15	....	15	10	15	25	10	15	25
Richmond	16	7	4	27	16	....	16	16	4	....	20	7	....	7	16	8	24	16	8	24
Shelburne	13	8	....	21	13	....	13	13	9	1	23	8	....	8	13	8	21	13	8	21
Victoria	11	9	10	30	11	....	11	11	10	....	21	9	....	9	11	19	30	12	9	21
Yarmouth	44	31	19	94	39	....	39	39	19	...	58	27	..	27	41	31	72	41	31	72
Total 1900	604	562	217	1383	620	30	650	612	375	57	1044	562	46	608	601	584	1185	602	569	1171
" 1899	698	619	91	1408	696	32	728	698	363	78	1139	616	35	651	698	617	1315	701	621	1322
Increase	....	...	126	.. ...	.....	...	.....	....	12	....	.....	.....	11	....	....	...	.....	.....	....	.....
Decrease	94	57	....	25	76	2	78	86	.....	21	95	54	....	43	97	33	130	99	52	151

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	Analysis of High School Studies. Arithmetic. Grade IX.	Grade X.	Grade XI.	Total.	Algebra. Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Geometry. Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Prac. Mathematics. Grade XI.	Physiology. Grade XI.	Psychology. Grade XII	Sanitary Science. Grade XII.	Zoology. Grade XII.	Geology. Grade XII.	Astronomy. Grade XII.	Navigation. Grade XII.	Trigonometry. Grade XII.	Manual Training. Grade X.
Annapolis	11	14	....	25	11	14	1	....	26	11	14	1	...	26	1	1	....	....	...	....	....	....	1	....
Antigonish	40	45	8	93	40	45	33	4	122	40	45	33	4	122	33	33	9	4	6	2	4	13	20	....
Cape Breton	37	23	....	60	37	23	10	....	70	37	23	10	....	70	10	10	....	....	....	23	....	10	10	....
Colchester	81	69	....	150	81	69	57	3	210	81	69	57	12	219	57	57	15	5	2	2	4	5	11	....
Cumberland	37	37	...	74	37	47	18	....	102	37	47	18	....	102	18	....	....	....	....	....	....	18	18	....
Digby	29	8	....	37	29	8	4	....	41	29	8	4	...	41	4	4	....	....	....	....	....	....	....	....
Clare	5	16	....	21	5	16	13	....	34	5	16	13	....	34	13	13	....	....	....	....	....	....	....	....
Guysboro	11	13	....	24	11	13	5	....	29	11	13	5	....	29	5	5	....	....	....	....	....	....	....	....
Halifax	122	115	....	237	122	115	94	....	331	122	115	94	....	331	93	....	....	....	....	....	....	....	....	....
Hants	36	17	....	53	36	17	12	...	65	36	17	12	2	67	12	12	2	2	....	....	....	2	2	....
Inverness	5	12	6	23	5	12	6	....	23	5	12	6	..	23	6	6	....	....	....	....	....	....	....	....
Kings	32	31	....	63	32	31	20	....	83	32	31	20	9	92	20	20	9	9	9	....	....	....	9	....
Lunenburg	24	40	....	64	24	36	23	....	83	24	36	23	....	83	23	....	....	....	....	....	....	23	23	....
Pictou	40	46	....	86	40	46	47	21	154	38	45	47	27	157	46	47	27	27	20	20	20	21	25	...
Queens	10	15	....	25	10	15	11	....	36	10	15	11	...	36	11	11	....	....	..	....	....	....	....	....
Richmond	16	7	....	23	16	7	4	....	27	16	7	4	...	27	4	4	....	....	..	....	..	....	....	....
Shelburne	13	8	....	21	13	8	9	1	31	13	8	9	1	31	10	9	....	....	..	..	....	10	10	....
Victoria	12	9	....	21	11	9	10	....	30	11	9	10	....	30	10	10	....	31	...	....	....	10	...	....
Yarmouth	41	27	....	68	41	29	19	....	89	39	27	19	...	85	18	19	....	..	....	....	....	....	....	....
Total 1900	602	552	14	1168	601	560	396	29	1586	597	557	396	55	1605	394	261	62	78	37	47	28	112	129	..
" 1899	742	592	30	1364	740	592	345	44	1721	738	592	345	63	1738	344	345	74	88	38	35	50	38	44	...
Increase	....	....	....	....	....	...	51	...	....	....	....	51	....	....	50	....	..	....	....	12	...	74	85	....
Decrease	140	40	16	196	139	32	....	15	135	141	35	....	8	133	....	84	12	10	1	....	22	....	....	....

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	No. in each Grade admitted by Provincial Certificate.					Total No. High School Pupils.					No. High School Pupils taking full regular course.					No. taking partial or special course.				
	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total
Annapolis	....	5	1	.....	6	11	14	1	....	26	11	14	1	.....	26	...	...	....	....	....
Antigonish	....	16	13	19	48	40	45	33	27	145	40	45	33	27	145	....	....	....	....	....
Cape Breton	.....	5	5	.....	10	37	23	10	....	70	37	23	10	.....	70	...	....	....	....	....
Colchester	.....	50	57	18	125	81	69	57	18	225	77	69	57	15	218	4	....	....	3	7
Cumberland	.....	33	17	.....	50	37	47	18	....	102	36	47	18	.....	101	1	....	....	....	1
Digby	.....	3	3	.....	6	29	8	4	....	41	29	8	4	.....	41	....	....	....	....	....
Clare	....	14	13	.....	27	5	16	13	....	34	5	16	13	.....	34	....	....	....	....	....
Guysboro	.....	8	5	.....	13	11	13	5	....	29	11	13	5	.....	29	....	....	....	....	....
Halifax	.....	99	96	.....	195	122	115	96	....	333	122	115	90	.....	327	....	....	6	....	6
Hants	.....	8	13	2	23	36	17	14	2	69	35	17	14	2	68	1	....	....	....	1
Inverness	.....	4	6	.....	10	5	12	6	....	23	5	12	6	.....	23	....	....	....	....	....
Kings	....	4	8	9	21	32	31	20	12	95	32	31	20	9	92	....	....	....	3	3
Lunenburg	.....	19	20	.....	39	24	40	23	....	87	24	36	22	....	82	....	4	1	....	5
Pictou	.....	20	44	28	92	40	49	50	28	167	39	45	46	28	158	1	4	4	....	9
Queens	....	13	11	.....	24	10	15	11	....	36	10	15	11	.....	36	....	....	....	....	....
Richmond	.....	3	1	.....	4	16	7	4	....	27	16	7	4	.....	27	....	....	....	....	....
Shelburne	.....	6	9	1	16	13	8	9	1	31	13	8	9	.....	30	....	....	....	1	1
Victoria	.....	5	10	.....	15	12	9	10	....	31	11	9	10	.....	30	1	....	....	....	1
Yarmouth	.....	14	19	.....	33	44	31	19	...	94	39	24	18	.....	81	5	7	1	....	13
Total 1900	.....	329	351	77	757	605	569	403	88	1665	592	554	391	81	1618	13	15	12	7	47
" 1899	.....	360	281	79	720	732	591	346	86	1755	730	587	341	75	1733	8	6	5	14	33
Increase	.....	.....	70	.....	37	....	....	57	2		.....	.....	50	6	.....	5	9	7	....	14
Decrease	.....	31	.....	2	...	127	22	....	....	90	138	33	.....	.....	115	....	....	...	7	..

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	Average Age of Pupils in each Grade. (On first day of School year.)				Revenue.					Expenditure.					
	Grade IX.	Grade X.	Grade XI.	Grade XII.	Provincial Grant.	School Section Funds.	Fees.	Other Sources.	Total.	Salaries.	Apparatus.	Building and Repairs.	Fuel and Attendance.	Miscellaneous.	Total.
Annapolis	15.36	16.08	16.88	.....	$ 500 00	$ 500 00	.....	.....	$ 1000 00	$ 750 00	$100 00	.....	$ 150 00	.....	$ 1000 00
Antigonish	15.84	17.27	19.17	20.85	1500 00	1700 00	.....	$100 00	3300 00	3000 00	.....	.....	300 00	.....	3300 00
Cape Breton	15.87	16.38	19.36	.....	1000 00	875 00	.....	.....	1875 00	1675 00	75 00	50 00	75 00	.....	1875 00
Colchester	13.66	15.83	17.84	18.75	1500 00	4240 00	.....	460 00	6200 00	5150 00	200 00	100 00	700 00	50 00	6200 00
Cumberland	15.48	15.75	16.13	.....	1000 00	1850 00	.....	.....	2850 00	2750 00	.....	.....	100 00	.....	2850 00
Digby	16.	15.93	17.27	.....	500 00	1318 00	.....	.....	1818 00	1400 00	30 00	106 00	247 00	35 00	1818 00
Clare	15.83	17.82	17.88	.....	500 00	.....	.....	450 00	950 00	950 00	.....	.....	.....	.....	950 00
Guysboro	15.15	16.29	18.17	.....	500 00	312 00	.....	.....	812 00	750 00	12 00	.....	50 00	.....	812 00
Halifax	15.18	16	17.76	.....	1720 00	8311 94	63 40	87 73	10183 07	6588 50	10 19	239 41	634 63	2710 34	10183 07
Hants	15.18	15.84	17.21	16.91	1000 00	1821 00	.....	.....	2821 00	1600 00	.....	201 00	1020 00	.....	2821 00
Inverness	15.64	16.41	16.56	.....	500 00	330 00	.....	.....	830 00	750 00	20 00	30 00	30 00	.....	830 00
Kings	14.12	15.29	16.24	18.18	1000 00	1393 01	.....	824 00	3217 01	2450 00	32 36	305 65	259 00	170 00	3217 01
Lunenburg	14.86	16.4	17.65	.....	1000 00	750 00	.....	.....	1750 00	1650 00	.....	.....	50 00	50 00	1750 00
Pictou	15.19	16 94	18.62	19.86	1500 00	2968 00	250 00	.....	4718 00	3750 00	100 00	225 00	643 00	.....	4718 00
Queens	15.12	16.73	17.45	.....	500 00	550 00	.....	.....	1050 00	750 00	.....	.....	240 00	60 00	1050 00
Richmond	15 51	18.19	18.48	.....	500 00	1240 01	.....	201 00	1941 01	750 00	127 09	986 00	48 00	29 92	1941 01
Shelburne	15.4	17.01	17.65	16.99	500 00	550 00	.....	.....	1050 00	750 00	40 00	140 00	120 00	.....	1050 00
Victoria	15.18	16.68	17.48	.....	500 00	301 00	.....	70 00	871 00	750 00	85 00	.....	36 00	.....	871 00
Yarmouth	15.08	15.94	16.84	.....	1000 00	7161 90	.....	53 83	8215 73	2850 00	417 19	4224 00	410 00	314 54	8215 73
Total 1900	15.23	16.46	17.61	18.59	$16720 00	$36171 86	$313 40	$2246 56	$55451 82	$39063 50	$1248 83	$ 6607 06	$5112 63	$3419 80	$55451 82
" 1899	15.58	16.7	17.95	19.44	17028 32	50554 91	697 00	890 00	69165 23	38883 00	1759 23	20422 00	4410 00	3691 00	69165 23
Increase	.....	....	.....	.....	.....	.....	.....	$1356 56	.....	$180 50	.....	.....	$702 63	.....	.....
Decrease	.35	.24	.34	.85	$303 32	$14383 05	$383 60	.....	$13713 41	.....	$510 40	$13814 94	.....	$271 20	$13713 41

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	Ground. Dimensions of Grounds on which building is situated.	Regular Teaching Rooms. Number of.	Regular Teaching Rooms. Average dimensions of.	Assembly Room. Dimensions of (if there is a special room).	Library. Dimensions of room, (if there is a spec'l one), or of cabinet, cases or shelving (if no special room).	Library. No. of Volumes.	Library. Estimated value of the Books.	Museum of Natural History, Physiology, &c. Dimensions of room (if there is a spec'l one), or of cabinet, cases or shelving (if no special room).	Museum of Natural History, Physiology, &c. Estimated Value of Collections, Models, &c.	Laboratory. (Chemical). Dimensions of room (if there is a spec'l one), or of cabinet, cases or shelving (if no special room).	Laboratory. (Chemical). Estimated Value of Apparatus, &c., kept here.
	Decimeters.		Decimeters.	Decimeters.	Decimeters.			Decimeters.		Decimeters.	
Annapolis	980 x 1250	3	39 x 79 x 100	.....	39 x 79 x 90	70	$ 100 00	.....	.....	39 x 51 x 55	$200 00
Antigonish	750 x 1429	9	33 x 74 x 104	37 x 125 x 210	33 x 45 x 120	4000	7500 00	Cabinet	$ 250 00	33 x 70 x 90	900 00
Cape Breton	900 x 400	2	42 x 90 x 90	.....	300 (shelving).	330	400 00	.....	.....	600 (shelving).	300 00
Colchester	482 x 1364	7	48 x 83 x 92	40 x 82 x 178	42 x 38 x 38	415	400 00	15 x 15 x 75	500 00	42 x 45 x 45	500 00
Cumberland	275 x 600	3	39 x 90 x 110	50 x 197 x 196	39 x 51 x 85	250	200 00	.....	.....	39 x 70 x 110	600 00
Digby	300 x 300	2	40 x 80 x 80	40 x 80 x 160	Cabinets	75	175 00	.....	.....	40 x 80 x 80	125 00
Clare	920 x 920	3	36 x 46 x 61	.....	36 x 47 x 46	200	125 00	.....	.....	.....	30 00
Guysboro	690 x 890	1	36 x 84 x 95	.....	36 x 36 x 56	182	20 00	.....	.....	36 x 36 x 56	25 00
Halifax	340 x 410	6	42 x 63 x 97	51 x 156 x 183	51 x 54 x 65	1000	750 00	.....	120.00	51 x 63 x 97	450 00
Hants	590 x 850	2	39.2x86.5 x66 7	57 x 126 x 240	39.2x29.4 x95.8	185	195 00	39.2x 29.5 x 73	.....	39 2x48.7 x95.2	125 00
Inverness	220 x 370	1	40 x 75 x 75	.....	13 x 5 x 14	...	25 00	.....	.....	13 x 5 x 11	10 00
Kings	884 x 983	4	40 x 81 x 89	.....	50 x 40 x 54	700	300 00	.....	.....	50 x 97 x 65	75 00
Lunenburg	932 x 1286	2	38 x 80 x 96	45 x 114 x 196	38 x 35 x 67	50	50 00	25 x 4 x 34	50 00	38 x 42 x 67	100 00
Pictou	850 x 1240	4	42 x 83 x 97	48 x 97 x 210	42 x 30 x 77	1230	2100 00	42 x 81 x 122	1200 00	42 x 81 x 106	330 00
Queens	304 x 960	1	38 x 78 x 83	.....	38 x 40 x 60	159	100 00	38 x 40 x 60	.....	38 x 40 x 60	50 00
Richmond	200 x 800	1	35 x 70 x 77	.....	3 x 2 5 x 42	5	16 00	.....	.....	35 x 20 x 28	30 00
Shelburne	732 x 732	1	46 x 110 x 120	.....	.....	....	.....	14 x 30 x 10	90 00	28 x 50 x 19	50 00
Victoria	300 x 600	1	32 x 83 x 70	.....	4 x 12 x 16	16	50 00	8 x 2 x 37	.....	9 x 3 x 16	.....
Yarmouth	750 x 900	3	36 x 63 x 96	.....	40 x 55 x 55	350	250 00	33 x 19 x 57	30 00	34 x 56 x 56	250 00
Total 1900	.....	56	.....	.....	.....	9208	$12756 00	.....	$2240 00	.....	$4150 00
" 1899	.....	52	.....	.....	.....	7862	10916 00	.....	2315 00	.....	3229 00
Increase	.....	4	.....	.....	.....	1346	$1840 00	.....	.....	.....	$921 00
Decrease	.....		.....	.....	.....	.....	.....	.....	$75 00	.....	.....

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	Laboratory (Physical).		Gymnasium or Play Room.		General.			Total Value.
	Dimensions of room, (if any), or of cabinet, cases or shelving (if no special room).	Estimated Value of Apparatus kept here.	Dimensions of room (if any).	Estimated Value of Apparatus.	No. of Wall Maps, Charts, and Globes.	No. of reference books, &c., for teachers' desks.	Estimated Value of the same.	Estimated Value of all collections, apparatus, &c., (not including furniture, as seats, desks, &c.) used for teaching purposes.
Annapolis					25	15	$ 75 00	$ 350 00
Antigonish	33 x 70 x 90	$900 00	44 x 100 x 210		40			1100 00
Cape Breton					45	16	100 00	800 00
Colchester		300 00			20	12	200 00	1600 00
Cumberland					15	20	155 00	800 00
Digby				$ 50 00	25	10	75 00	425 00
Clare	36.5 x 23.5 x 46	400 00	37 x 105 x 222		4	27	35 00	590 00
Guysboro					3	4	40 00	140 00
Halifax		150 00	46 8 x 81.2 x 93		39	20	270 00	1900 00
Hants	39.2 x 29.5 x 73				12	10	25 00	200 00
Inverness	17.5 x 5 x 11	10 00			5	13	13 00	90 00
Kings	50 x 97 x 65	100 00			18	21	150 00	650 00
Lunenburg		300 00			25	18	100 00	600 00
Pictou	41 x 81 x 86	750 00			50	6	100 00	4480 00
Queens	38 x 40 x 60	250 00			30	12	100 00	490 00
Richmond	32 x 29 x 30	60 00			61	2	74 00	180 00
Shelburne	10 x 10 x 20	175 00			25	6	110 00	425 00
Victoria	23 x 5 x 9				22	1	40 00	250 00
Yarmouth		50 00	70 x 110 x 120	500 00	22	15	60 00	640 00
Total 1900		$3445 00		$550 00	486	228	$1722 00	$15710 00
" 1899		3040 00		25 00	414	181	1616 00	21339 00
Increase		$405 00		$525 00	72	47	$106 00	
Decrease								$5629 00

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	Ground. Dimensions of Grounds on which building is situated.	Regular Teaching Rooms. Number of.	Regular Teaching Rooms. Average dimensions of.	Assembly Room. Dimensions of (if there is a special room).	Library. Dimensions of room, (if there is a spec'l one), or of cabinet, cases or shelving (if no special room).	Library. No. of Volumes.	Library. Estimated value of the Books.	Museum of Natural History, Physiology, &c. Dimensions of room (if there is a spec'l one), or of cabinet, cases or shelving (if no special room).	Museum of Natural History, Physiology, &c. Estimated Value of Collections, Models, &c.	Laboratory. (Chemical). Dimensions of room (if there is a spec'l one), or of cabinet, cases or shelving (if no special room).	Laboratory. (Chemical). Estimated Value of Apparatus, &c., kept here.
	Decimeters.		Decimeters.	Decimeters.	Decimeters.			Decimeters.		Decimeters.	
Annapolis	980 x 1250	3	39 x 79 x 100	.....	39 x 79 x 90	70	$ 100 00	.....	.....	39 x 51 x 55	$200 00
Antigonish	750 x 1429	9	33 x 74 x 104	37 x 125 x 210	33 x 45 x 120	4000	7500 00	Cabinet	$ 250 00	33 x 70 x 90	900 00
Cape Breton	900 x 400	2	42 x 90 x 90	.....	300 (shelving).	330	400 00	.....	.....	600 (shelving) .	300 00
Colchester	482 x 1364	7	48 x 83 x 92	40 x 82 x 178	42 x 38 x 38	415	400 00	15 x 15 x 75	500 00	42 x 45 x 45	500 00
Cumberland	275 x 600	3	39 x 90 x 110	50 x 197 x 196	39 x 51 x 85	250	200 00	.....	.....	39 x 70 x 110	600 00
Digby	300 x 300	2	40 x 80 x 80	40 x 80 x 160	Cabinets	75	175 00	.....	.....	40 x 80 x 80	125 00
Clare	920 x 920	3	36 x 46 x 61	.....	36 x 47 x 46	200	125 00	.....	.....	.....	30 00
Guysboro	690 x 890	1	36 x 84 x 95	.....	36 x 36 x 56	182	20 00	.....	.....	36 x 36 x 56	25 00
Halifax	340 x 410	6	42 x 63 x 97	51 x 156 x 183	51 x 54 x 65	1000	750 00	.....	120.00	51 x 63 x 97	450 00
Hants	590 x 850	2	39.2x86.5 x£6 7	57 x 126 x 240	39.2x29.4 x95.8	185	195 00	39.2x 29.5 x 73	.....	39 2x48.7 x95.2	125 00
Inverness	220 x 370	1	40 x 75 x 75	.....	13 x 5 x 14	...	25 00	.....	.....	13 x 5 x 11	10 00
Kings	884 x 983	4	40 x 81 x 89	.....	50 x 40 x 54	700	300 00	.....	.....	50 x 97 x 65	75 00
Lunenburg	932 x 1286	2	38 x 80 x 96	45 x 114 x 196	38 x 35 x 67	50	50 00	25 x 4 x 34	50 00	38 x 42 x 67	100 00
Pictou	850 x 1240	4	42 x 83 x 97	48 x 97 x 210	42 x 30 x 77	1230	2100 00	42 x 81 x 122	1200 00	42 x 81 x 106	330 00
Queens	304 x 960	1	38 x 78 x 83	.....	38 x 40 x 60	159	100 00	38 x 40 x 60	.....	38 x 40 x 60	50 00
Richmond	200 x. 800	1	35 x 70 x 77	.....	3 x 2 5 x 42	5	16 00	.....	.....	35 x 20 x 28	30 00
Shelburne	732 x 732	1	46 x 110 x 120	.....	.....	....	.....	14 x 30 x 10	90 00	28 x 50 x 19	50 00
Victoria	300 x 600	1	32 x 83 x 70	.....	4 x 12 x 16	16	50 00	8 x 2 x 37	.....	9 x 3 x 16	.....
Yarmouth	750 x 900	3	36 x 63 x 96	.....	40 x 55 x 55	350	250 00	33 x 19 x 57	30 00	34 x 56 x 56	250 00
Total 1900	.....	56	.....	.....	.....	9208	$12756 00	.....	$2240 00	.....	$4150 00
" 1899	.....	52	.....	.....	.....	7862	10916 00	.....	2315 00	.....	3229 00
Increase	.....	4	.....	.....	.....	1346	$1840 00	.....	.....	.....	$921 00
Decrease	.....		.....	.....	.....	....	.....	.....	$75 00	.....	.....

TABLE XIX.—COUNTY ACADEMIES.—*Continued.*

Academies.	Laboratory (Physical).		Gymnasium or Play Room.		General.			Total Value.
	Dimensions of room, (if any), or of cabinet, cases or shelving (if no special room).	Estimated Value of Apparatus kept here.	Dimensions of room (if any).	Estimated Value of Apparatus.	No. of Wall Maps, Charts, and Globes.	No. of reference books, &c., for teachers' desks.	Estimated Value of the same.	Estimated Value of all collections, apparatus, &c., (not including furniture, as seats, desks, &c.) used for teaching purposes.
Annapolis	.....	.....	.....	.....	25	15	$ 75 00	$ 350 00
Antigonish	33 x 70 x 90	$900 00	44 x 100 x 210	.....	40	.....	.....	1100 00
Cape Breton	.....	.....	.....	.....	45	16	100 00	800 00
Colchester	.....	300 00	.....	.....	20	12	200 00	1600 00
Cumberland	.....	.....	.....	.....	15	20	155 00	800 00
Digby	.....	.....	.....	$ 50 00	25	10	75 00	425 00
Clare	36.5 x 23.5 x 46	400 00	37 x 105 x 222	.....	4	27	35 00	590 00
Guysboro	.....	.....	.....	.....	3	4	40 00	140 00
Halifax	.....	150 00	46 8 x 81.2 x 93	.....	39	20	270 00	1900 00
Hants	39.2 x 29.5 x 73	.....	.....	.....	12	10	25 00	200 00
Inverness	17.5 x 5 x 11	10 00	.....	.....	5	13	13 00	90 00
Kings	50 x 97 x 65	100 00	.....	.....	18	21	150 00	650 00
Lunenburg	.....	300 00	.....	.....	25	18	100 00	600 00
Pictou	41 x 81 x 86	750 00	.....	.....	50	6	100 00	4480 00
Queens	38 x 40 x 60	250 00	.....	.....	30	12	100 00	490 00
Richmond	32 x 29 x 30	60 00	.....	.....	61	2	74 00	180 00
Shelburne	10 x 10 x 20	175 00	.....	.....	25	6	110 00	425 00
Victoria	23 x 5 x 9	.....	.....	.....	22	1	40 00	250 00
Yarmouth	.....	50 00	70 x 110 x 120	500 00	22	15	60 00	640 00
Total 1900	.....	$3445 00	.....	$550 00	486	228	$1722 00	$15710 00
" 1899	.....	3040 00	.....	25 00	414	181	1616 00	21339 00
Increase	.....	$405 00	.....	$525 00	72	47	$106 00	.....
Decrease	.....	.....	.....	.....	.....	.....	.....	$5629 00

TABLE XXI.—*Continued.*—B.—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE-CONFERRING POWERS.

Statistics for School Year ended Summer of 1900.

County.	Name of Institution.	Place.	Name of Principal.	No of Teachers.	No. of Pupils corresponding in general attainments to each of the Public School Grades of Nova Scotia as given below.																	
					Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Males.	Females.	Total.	Average Daily Attendance.
Halifax	LaSalle Academy	Halifax	Brother Alexander	5	....	6	....	17	14	9	....	14	11	7	8	2	...	88	....	88	80.
"	Arnold School	"	W. H. Waddell	2	....	....	....	....	....	....	....	....	....	....	....	....	....	22	....	22	21.
"	Harrow House School	"	G. M. Acklom, M. A.	3	....	....	....	....	....	....	....	....	....	....	....	....	....	29	....	29	28.
"	Whiston's Commercial College	"	S. E. Whiston	5	....	....	....	....	....	....	....	....	....	....	....	....	....	63	76	139	75.
"	The Misses Forbes' School	"	Mary F. Forbes	2	...	7	4	....	4	2	4	....	4	....	....	....	....	7	18	25	19.
"	Maritime Business College	"	Kaulback & Schurman	8	....	....	....	....	....	....	....	....	....	....	....	....	....	151	85	236	111.
"	Halifax Ladies' College	"	Ethelwyn R. Pitcher	10	....	....	....	....	....	....	....	....	....	....	....	....	....	....	142	142	130.
"	Conservatory of Music	"	Felix Heink	16	....	....	....	....	....	....	....	....	....	....	....	....	....	58	387	445	.....
"	Academy of the Sacred Heart	"	Madam C. Lewis	18	....	2	7	9	8	19	15	9	15	4	4	2	....	....	94	94	91.
"	Mount St. Vincent	Rockingham	Mother M. Fidelis	16	....	....	....	....	8	11	20	19	24	14	4	12	5	....	117	117	114.
Hants	Collegiate School	Windsor	F. T. Handsombody	4	....	....	....	....	....	....	....	....	....	....	....	....	....	40	....	40	40.
"	Church School for Girls	"	Blanche L. Lefroy	11	....	....	....	....	....	....	....	....	....	....	....	....	....	....	75	75	75.
Kings	Horton Collegiate Academy	Wolfville	H. L. Brittain	7	....	....	....	....	....	....	....	....	....	5	30	30	....	56	9	65	63.a
"	Acacia Villa School	Hortonville	A. McN. Patterson, A. M.	5	....	....	....	....	....	6	5	8	10	10	5	....	....	44	....	44	44.
Pictou	Stella Maris Convent	Pictou	Sr. St. Romula	3	8	10	7	12	8	9	8	13	12	5	8	1	....	....	101	101	52.
"	St. John Baptist Academy	New Glasgow	Sr. St. Winnifride	3	..	22	23	30	27	3	...	....	7	10	1	....	....	42	81	123	73.
"	Our Lady of Lourdes	Lourdes	Sr. M. Helena	3	..	40	10	37	17	7	7	12	10	5	3	...	..	80	77	157	130.
			Total 1900	121	8	87	60	105	86	66	59	75	93	60	63	47	5	680	1262	1942	1246.
			" 1899	136	....	....	....	....	....	....	....	....	....	....	....	....	....	692	1187	1879	1139.
			Increase	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	75	63	107.
			Decrease	15	....	....	....	....	....	....	....	....	....	....	....	....	....	12	....	....	

(a) Thirty pupils taking regular courses, are students in same branch of Manual Training.

TABLE XXII.—EXPENDITURE OF GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c.,

For the Fiscal Year ended September 30th, 1900.

Counties.	Population.	Common Schools. No of Schools in session.	No of Pupils registered.	Sum of Government Grants.	Cost to Government per pupil.	County Academies.	Total assignable to Counties.
Annapolis	19,350	121	4,543	$9,811 46	$2 16	$ 500 00	$10,311 46
Antigonish	16,114	88	3,070	6,041 13	1 96	1,500 00	7,541 13
Cape Breton	34,244	162	7,954	12,136 24	1 52	1,000 00	13,136 24
Colchester	27,160	159	6,017	11,413 08	1 89	1,500 00	12,913 08
Cumberland	34,529	208	8,917	16,065 78	1 80	1,000 00	17,065 78
Digby	19,897	109	4,888	7,824 21	1 60	1,000 00	8,824 21
Guysboro	17,195	90	3,801	6,664 90	1 75	500 00	7,164 90
Halifax Co	32,863	156	7,337	11,968 30	1 63	.....	11,968 30
Halifax City	38,495	145	7,988	13,078 68	1 63	1,720 00	14,798 68
Hants	22,052	124	4,639	9,589 82	2 06	1,000 00	10,589 82
Inverness	25 779	153	5,341	10,208 17	1 91	500 00	10,708 17
Kings	22,489	130	5,123	10,677 79	2 08	1,000 00	11,677 79
Lunenburg	31 075	180	7,573	12,685 69	1 67	1,000 00	13,685 69
Pictou	34,541	179	6,814	13,900 17	2 04	1,500 00	15,400 17
Queens	10,610	61	2,121	4,526 06	2 13	500 00	5,026 06
Richmond	14,399	79	3,194	5,287 62	1 65	500 00	5,787 62
Shelburne	14,956	85	3,341	6,589 17	1 97	500 00	7,089 17
Victoria	12,432	69	2,311	4,447 94	1 92	500 00	4,947 94
Yarmouth	22,216	119	5,157	9,583 67	1 85	1,000 00	10,583 67
Total 1900	450,396	2417	100,129	$182,499 88	$1 82	$16,720 00	$199,219 88
" 1899	450,396	2390	100,617	182,473 66	1 81	17,023 32	199,496 98
Increase	.....	27	.....	$ 26 22	01	.....	.....
Decrease	.....	....	488	.....	.....	$303 32	$277 10

Other Services and Total Government Expenditure for Education.	
Inspector's Salaries	$13,900 00
" Stationery, Postage, &c	525 00
Examination (net)	3,713 26
Travelling Expenses—Normal School Students	2 727 50
Salaries—(Education Office)	3,400 00
Travelling Expenses—Superintendent	400 00
Office Expenses—Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, &c	1,310 09
Total	$25,975 85
Last Column	199,219 88
Total Public Schools, 1900	$225,195 73
Institution for Deaf and Dumb	6 337 50
Halifax School for the Blind	4,875 00
Normal and Model Schools	9,711 20
School of Agriculture	1,700 00
Government Night Schools	390 20
Summer School of Science	100 00
Total Government Expenditure, 1900	$248,309 63
" " " 1899	246,462 93
Increase	$1,846 70

TABLE XXIII.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1900.

STATION.	Male Candidates.	Female Candidates.	Total Candidates.	Male XII.					Female XII.					Male XII. (Partial Course).			Female XII. (Partial Course).			Male XI.					Female XI.					Male X.			
				Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.
Amherst	38	63	101	....	....	....	....	..	....	....	....	....	..	1	....	1	....	....	....	8	8	....	....	..	5	4	1	....	..	15	12	1	2
Annapolis	12	33	45	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	....	....	....	....	..	6	6	....	....	..	7	5	2	....
Antigonish	37	59	96	....	....	....	....	..	2	2	....	....	..	....	....	..	1	....	1	5	4	1	....	..	12	9	1	2	..	14	10	2	2
Arichat	17	17	34	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	6	2	1	....	3	2	....	....	....	2	5	....	1	4
Baddeck	30	42	72	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	6	5	....	1	..	1	....	....	1	..	7	5	1	1
Barrington	8	38	46	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	3	1	1	....	1	11	8	2	1	..	4	1	....	3
Berwick	12	61	73	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	....	....	....	....	..	7	5	1	1	..	7	2	4	1
Bridgetown	31	50	81	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	14	12	2	....	..	18	16	1	1	..	8	5	3	....
Bridgewater	5	53	58	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	1	1	....	....	..	9	5	3	....	1	3	1	2	....
Canso	3	15	18	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	....	....	....	....	..	2	....	1	....	1	2	1	....	1
Cheticamp	13	12	25	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	3	1	2	....	..	....	....	....	....	..	3	1	....	2
Church Point	25	17	42	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	6	4	1	1	..	1	....	1	....	..	10	9	1	....
Digby	15	49	64	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	3	2	1	....	..	6	4	2	....	..	4	2	1	1
Guysboro	11	21	32	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	4	2	2	....	..	1	1	....	....	..	2	2	....	....
Halifax	124	286	410	....	....	....	....	..	2	2	....	....	..	4	1	3	6	3	3	28	23	3	....	2	70	54	8	3	5	39	32	4	3
Kentville	40	77	117	9	6	1	2	..	2	2	....	....	..	4	2	2	1	....	1	7	7	....	....	..	16	9	4	1	2	4	1	2	1
Liverpool	20	43	63	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	7	4	2	1	..	6	5	1	....	..	5	2	2	1
Lockeport	15	25	40	1	....	....	1	..	1	1	....	....	..	....	....	..	....	....	....	2	2	....	....	..	4	3	1	....	..	7	6	1	....
Lunenburg	27	110	137	1	1	....	....	..	1	1	....	....	..	....	....	..	1	....	1	6	6	....	....	..	21	14	4	1	2	10	6	3	1
Mabou	18	17	35	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	1	....	1	....	..	2	2	....	....	..	3	1	..	2
Maitland	19	43	62	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	4	3	1	....	..	4	4	....	....	..	7	2	2	3
Margaree Forks	13	20	33	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	3	3	....	....	..	1	....	1	....	..	6	3	3	....

Mid Musquodobolt	7	48	55	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	....	....	....	....	..	2	2	....	....	..	1	1	....	....
Middleton	32	64	96	..	....	....	....	..	....	....	..	....	..	....	....	..	....	....	....	9	7	2	....	..	9	8	1	....	..	11	4	3	4
New Glasgow	54	116	170	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	11	6	3	1	1	26	19	4	2	1	17	8	3	6
North Sydney	18	37	55	....	....	....	..	..	....	....	....	....	.	....	....	..	....	....	....	5	3	2	....	..	4	4	....	....	.	5	2	....	3
Oxford	20	58	78	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	4	4	....	....	..	11	10	1	....	..	4	....	2	2
Parrsboro	13	59	72	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	5	4	1	....	..	10	6	4	....	..	2	....	1	1
Pictou	69	81	150	11	4	3	2	1	7	4	1	1	.	4	1	4	6	2	5	15	9	2	4	8	16	7	3	1	5	17	9	5	3
Port Hawkesbury	20	19	39	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	1	1	....	....	..	....	....	....	....	..	8	5	1	2
Port Hood	11	16	27	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	3	2	1	....	..	2	2	....	....	..	6	2	1	3
River John	19	29	48	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	3	2	1	....	..	7	6	1	....	..	9	2	2	5
Sheet Harbor	6	25	31	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	1	1	....	....	..	1	1	....	....	..	2	1	1	....
Shelburne	16	29	45	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	4	1	3	....	..	8	5	2	1	..	5	3	....	2
Sherbrooke	11	13	24	....	....	....	....	.	....	....	....	....	..	....	....	..	....	....	....	2	2	....	....	..	1	1	....	....	..	5	5	....	....
Springhill	11	28	39	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	2	2	....	....	..	7	7	....	....	..	5	5	....	....
Stellarton	11	14	25	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	2	1	1	....	..	2	1	....	....	1	1	1	....	....
St. Peter's	26	21	47	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	4	4	....	....	..	2	....	2	....	..	10	7	....	3
Sydney	30	57	87	2	....	2	....	..	....	....	....	....	..	1	....	1	....	....	....	7	4	2	1	..	1	....	1	....	..	10	2	3	5
Tatamagouche	18	62	80	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	6	4	2	....	..	6	6	....	....	..	6	4	....	2
Truro	85	220	305	5	5	....	....	..	3	1	1	....	1	8	3	5	1	....	1	12	10	1	....	1	52	44	5	1	2	20	11	4	5
Upper Stewiacke	4	21	25	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	....	....	....	....	..	..	....	....	....	..	3	2	.	1
Windsor	27	67	94	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	6	4	1	....	1	8	6	1	....	1	8	4	3	1
Wolfville	16	35	51	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	....	4	3	....	1	..	6	3	2	1	..	4	4	....	....
Yarmouth	33	99	132	2	1	1	....	..	....	....	..	....	..	1	....	1	1	....	1	6	6	....	....	..	15	10	5	....	..	9	6	3	....
Total 1900	1090	2369	3459	31	17	7	4	2	18	13	2	1	1	23	7	17	17	5	13	229	170	40	10	9	401	297	64	17	23	340	197	67	76
" 1899	1139	2238	3377	38	21	11	3	3	17	14	2	1	..	22	8	14	13	7	6	205	118	43	17	27	314	164	86	36	28	378	199	92	87
Increase	....	131	82	....	....	....	1	..	1	....	....	....	1	1	....	3	4	....	7	24	52	....	....	..	87	133	..	....	..	....	....	....	....
Decrease	49	....	....	7	4	4	....	1	....	1	....	....	..	....	1	..	....	2	....	....	....	3	7	18	....	....	22	19	5	38	2	25	11

TABLE XXIII.—PROVINCIAL HIGH SCHOOL EXAMINATION, JULY, 1900.—*(Continued.)*.

Station.	Female X.				Male IX.			Female IX.																								
	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Total received Grade XII.	Total failed Grade XII.	Total received Grade XII "Partial."	Total failed Grade XII "Partial."	Received Grade XI on Grade XII examination.	Received Grade XI on Grade XI examination.	Total received Grade XI.	Total failed Grade XI.	Received Grade X on Grade XII examination.	Received Grade X on Grade XI examination.	Received Grade X on Grade X examination.	Total received Grade X.	Total failed Grade X.	Received Grade IX on Grade XI examination	Received Grade IX on Grade X examination.	Received Grade IX on Grade IX examination.	Total received Grade IX.	Total failed Grade IX.	Total received certificates.	No. received Grade applied for.	No received one Grade lower than applied for.	No. received second Grade lower than applied for.	Total number failed.
Amherst	29	22	6	1	14	13	1	29	24	5	..	..	..	1	....	12	12	..	....	1	34	35	3	....	7	37	44	6	91	83	8	....	10
Annapolis	9	4	3	2	5	4	1	18	7	11	..	..	..	..	....	6	6	..	....	....	9	9	2	....	5	11	16	12	31	26	5	....	14
Antigonish	24	15	2	7	18	8	10	20	12	8	2	..	..	1	....	13	13	..	....	2	25	27	9	2	4	20	26	18	68	60	6	2	28
Arichat	4	1	1	2	6	4	2	11	1	10	..	..	..	..	....	2	2	5	....	1	1	2	6	....	2	5	7	12	11	8	3	....	23
Baddeck	17	6	6	5	17	9	8	24	9	15	..	..	..	..	....	5	5	..	....	....	11	11	6	2	7	18	27	23	43	34	7	2	29
Barrington	12	5	4	3	1	....	1	15	3	12	..	..	..	..	....	9	9	1	....	3	6	9	6	1	4	3	8	13	26	18	7	1	20
Berwick	28	11	7	10	5	..	5	26	9	17	..	..	..	..	....	5	5	..	....	1	13	14	11	1	11	9	21	22	40	27	12	1	33
Bridgetown	8	4	2	2	9	3	6	24	11	13	..	..	..	..	....	28	28	..	....	3	9	12	2	1	5	14	20	19	50	51	8	1	21
Bridgewater	22	9	7	6	1	1	....	22	14	8	..	..	..	..	....	6	6	1	....	3	10	13	6	....	9	15	24	8	43	31	12	....	15
Canso	6	2	4	....	1	1	....	7	2	5	..	..	..	..	....	....	....	1	....	1	3	4	1	....	4	3	7	5	11	6	5	....	7
Cheticamp	4	....	3	1	7	1	6	8	2	6	..	..	..	..	....	1	1	..	....	2	1	3	3	....	3	3	6	12	10	5	5	....	15
Church Point	5	....	3	2	9	7	2	11	7	4	..	..	..	..	....	4	4	..	....	2	9	11	2	1	4	14	19	6	34	27	6	1	8
Digby	21	9	4	8	8	7	1	22	10	12	..	..	..	..	....	6	6	..	....	3	11	14	9	....	5	17	22	13	42	34	8	....	22
Guysboro	11	7	3	1	5	5	....	9	3	6	..	..	..	..	....	3	3	..	....	2	9	11	1	....	3	8	11	6	25	20	6	....	7
Halifax	92	57	21	14	53	38	15	116	71	45	2	..	4	6	....	77	77	7	....	11	89	100	17	3	25	109	137	60	320	281	36	3	90
Kentville	30	13	6	11	16	5	11	28	13	15	8	..	2	3	1	16	17	2	2	4	14	20	12	1	8	18	27	26	74	58	13	3	43
Liverpool	23	12	6	5	8	3	5	14	7	7	..	..	..	..	....	9	9	..	....	3	14	17	6	1	8	10	19	12	45	33	11	1	18
Lockeport	8	4	3	1	5	2	3	12	7	5	1	..	..	..	....	5	5	..	1	1	10	12	1	....	4	9	13	8	31	25	5	1	9
Lunenburg	45	21	11	13	10	7	3	42	20	22	2	..	..	1	....	20	20	2	....	4	27	31	14	1	14	27	42	25	95	76	18	1	42
Mabou	8	5	1	2	13	3	10	8	2	6	..	..	..	..	....	2	2	..	....	1	6	7	4	....	1	5	6	16	15	13	2	..	20
Maitland	22	11	5	6	8	4	4	17	7	10	..	..	..	..	....	7	7	..	....	1	13	14	9	....	7	11	18	14	39	31	8	....	23
Margaree Forks	7	6	1	....	4	1	3	12	8	4	..	..	..	..	....	3	3	..	....	1	9	10	....	....	4	9	13	7	26	21	5	....	7

Mid. Musquodob't	14	6	5	3	6	1	5	32	12	20	....	..	..	....	2	2	..	....	....	7	7	3	....	5	13	18	25	27	22	5	....	28
Middleton	25	12	6	7	12	5	7	30	12	18	..	..	..	....	15	15	..	...	3	16	19	11	....	9	17	26	25	60	48	12	....	36
New Glasgow	33	13	14	6	26	16	10	57	22	35	..	..	..	....	25	25	2	...	7	21	28	12	3	17	38	58	45	111	84	24	3	59
North Sydney	15	7	5	3	8	5	3	18	7	11	..	..	..	....	7	7	..	....	2	9	11	6	....	5	12	17	14	35	28	7	....	20
Oxford	19	9	7	3	12	9	3	28	18	10	..	..	..	....	14	14	..	....	1	9	10	5	....	9	27	36	13	60	50	10	....	18
Parrsboro	22	8	7	7	6	4	2	27	13	14	..	..	..	....	10	10	..	....	5	8	13	8	....	8	17	25	16	48	35	13	....	24
Pictou	24	9	7	8	22	10	12	28	10	18	8	2	3	9	4	16	20	5	2	5	18	25	11	5	12	20	37	30	93	65	21	7	57
Port Hawkesbury	5	2	2	1	11	1	10	14	1	13	..	..	..	..	....	1	1	..	....	....	7	7	3	....	3	2	5	23	13	10	3	....	26
Port Hood	7	2	3	2	2	....	2	7	3	4	..	..	..	..	....	4	4	..	....	1	4	5	5	....	4	3	7	6	16	11	5	....	11
River John	9	3	3	3	7	1	6	13	6	7	..	..	..	..	..	8	8	..	....	2	5	7	8	....	5	7	12	13	27	20	7	....	21
Sheet Harbor	10	4	3	3	3	2	1	14	11	3	..	..	..	..	....	2	2	..	....	....	5	5	3	....	4	13	17	4	24	20	4	....	7
Shelburne	6	4	....	2	7	3	4	15	6	9	..	..	..	..	....	6	6	..	....	5	7	12	4	1	....	9	10	13	28	22	5	1	17
Sherbrooke	2	1	1	....	4	..	4	10	2	8	..	..	..	..	....	3	3	..	....	...	6	6	....	....	1	2	3	12	12	11	1	...	12
Springhill	13	8	3	2	4	3	1	8	6	2	..	..	..	..	....	9	9	..	....	....	13	13	2	...	3	9	12	3	34	31	3	...	5
Stellarton	8	4	2	2	8	2	6	4	1	3	..	..	..	..	...	2	2	1	....	1	5	6	2	....	2	3	5	9	13	10	3	....	12
St. Peter's	6	2	3	1	12	8	4	13	4	9	..	..	..	..	....	4	4	..	....	2	9	11	4	....	3	12	15	13	30	25	5	....	17
Sydney....	26	15	8	3	10	3	7	30	4	26	..	..	..	1	2	4	6	..	....	3	17	20	8	1	11	7	19	33	45	28	16	1	42
Tatamagouche...	31	14	13	4	6	3	3	25	9	16	..	..	..	..	....	10	10	..	....	2	18	20	6	....	13	12	25	19	55	40	15	....	25
Truro	90	45	29	16	40	28	12	74	43	31	6	1	3	6	1	54	55	3	....	6	56	62	21	1	33	71	105	43	231	190	40	1	74
Upper Stewiacke.	14	7	2	5	1	....	1	7	3	4	..	..	..	..	....	....	..	..	....	....	9	9	6	....	2	3	5	5	14	12	2	....	11
Windsor	20	5	9	6	13	7	6	39	23	16	..	..	..		....	10	10	2	....	2	9	11	7	....	12	30	42	22	63	49	14	....	31
Wolfville	15	13	1	1	8	4	4	14	10	4	..	..	..	..	....	6	6	..	....	2	17	19	1	2	1	14	17	8	42	37	3	2	9
Yarmouth	28	20	6	2	15	10	5	55	29	26	1	..	..	2	1	16	17	..	....	5	26	31	2	....	9	39	48	31	97	82	15	....	35
Total 1900.....	877	437	248	192	466	251	215	1057	504	553	30	3	12	30	9	467	476	32	5	104	634	743	268	27	315	755	1097	768	2358	1898	428	32	1101
" 1899.....	815	384	218	213	496	226	270	1079	430	649	35	3	15	20	13	282	295	55	4	129	583	716	300	53	310	656	1019	919	2089	1571	452	57	1297
Increase	62	53	30	....	..	25	...	..	74	....	..	..	..	10	....	185	181	..	1	....	51	27	....	....	5	99	78	....	278	327	....	....	....
Decrease	....	....	....	21	30	....	55	22	..	96	5	..	3	..	4	....	....	23	....	25	....	....	32	26	....	....	....	151	....	....	24	25	196

TABLE XXIV.

Summary of Government Grants for Education for the Fiscal Year ended Sept. 30th, 1900.

Provincial Grant to Teachers	$182,499 88
County Academy Grant	16,720 00
Examination (Gross)	5,768 88
Inspection	14,425 00
Normal and Model School	9,711 20
Travelling Expenses—Normal School Students	2,727 50
School of Agriculture	1,700 00
Institution for Deaf and Dumb	6.337 50
School for the Blind	4,875 00
Government Night Schools	390 20
Summer School of Science	100 00
Expenses (Office)	1,310 09
Salaries	3,400 00
Travelling Expenses—Superintendent	400 00
	$250,365 25
Less—Examination Fees	2,055 62
	$248,309 63

PART III.

APPENDICES.

APPENDIX A.

REPORT OF NORMAL SCHOOL.

SESSION 1899-1900.

To A. H. MacKay, Esq., Ll. D.,

Superintendent of Education, Halifax, N. S.

Sir,—I have the honor to submit the following (my thirty-first and my last) annual report of the Provincial Normal School.

The Session began on Wednesday, October 18th, 1899, and closed on Thursday, June 28th, 1900. The total number of students enrolled was 223, distributed among the different classes as follows,—18 in the A class, 84 in the B class, 64 in the C class, and 57 in the D class. These students were graduated as follows,—eight with Academic Rank, seventy-three with First Rank, sixty-six with Second Rank, and sixty four with Third Rank, leaving eleven without diploma of any rank, eight of whom were recommended for provisional license of Third Class, for one year.

As in former years, several students who did not fully sustain the professional character of the rank which they sought have been placed in the next lower rank. For such of these as have been granted our "interim" diploma of the lower rank, the regulation bearing on such cases provides advancement to the rank worked for, after one year's successful teaching, duly certified to by an inspector.

The names and standing of the students are given in the subjoined list. In this tabulated statement will also be found the names and rank of former graduates whose rank has been advanced during the year.

In my last two reports I strongly urged the necessity of larger accommodation for the Manual Training and Science Departments. I have now great pleasure in recognizing the response made by the Government and the Legislature to this appeal. While I write this report there falls upon my ear the sound of the hammers of the workmen engaged in the erection of an annex to the Normal School Building, at a cost of from $15,000 to $20,000, for the better housing of these departments; and by the opening of the next term in October this building will probably be ready for occupation.

But, Sir, I had nearly forgotten that I am writing my last report of the Normal School. As you are aware, my resignation of the

office I have had the honor to hold for the past thirty-one years, is in the hands of the Council of Public Instruction. I assure you, it is not without much sadness that I bid you an official farewell. Permit me, in my valedictory, to give expression to a few thoughts suggested by the occasion, in which, possibly, the personal element may be more prominent than would be seemly under ordinary conditions. Forty-four years have passed away since I first entered the Institution as a student. A year later, I returned as head master of the Model School, which at that time comprised all the school children of Truro. In the Autumn of 1865 I entered the Normal School proper as instructor in the English and Classical Departments, and in the Spring of 1869, I had the honor to succeed the Rev. Dr. Forrester, as principal of the Institution. The Normal School has been the principal scene of my life work, and so intimately has its history blended with the events of my life, and so much does the Institution seem a part of myself, or I a part of it, that you will kindly bear with me if at times I mistake the subject of my report. When I look back to the early days of my connection with the Institution, and compare its character at that time with what it now is, I feel a thrill of pride, which, I venture to think, is in a degree justifiable. The Institution has certainly developed into a thing of grander proportions than one would have felt safe in predicting for it in its infancy. The original small wooden building, erected in 1855, then and for many years afterwards considered adequate for its purpose, after a quarter of a century's service, gave place to the present structure of brick and stone, erected in 1878, at a cost of about $40,000.

A new era of progress now dawned on the Institution. Heretofore three regular teachers were considered sufficient, or even more than enough, for the work to be done. But now, from time to time, with the development of educational thought, new departments were added, and additions were made to the teaching force. In due succession there came the departments of drawing, vocal music, elocution, manual training, natural science, and the kindergarten. Through the affiliated School of Agriculture there was added also a short course in scientific agriculture, with its various branches of practical husbandry. Thus has development gone on until the teaching staff, without including the teachers of the Model School and the Kindergarten, comprises a Faculty of seven instructors.

The attendance of the students shows similar, or even greater progress. During the first quarter of a century in the history of the Institution, the average attendance was about sixty; during the last twenty years it has risen to one hundred and fifty-three, while the year just closed shows the unprecedented enrolment of two hundred and twenty-three. Thus, the attendance to-day is nearly four-fold that of thirty years ago.

In other respects, too, there has been marvellous expansion. Whether the members of the Provincial Government feel a pride in this feature of growth I know not, but the annual expenditure in the maintenance of the Institution has advanced from $3,200 in the early days, to a present cost of about $10,000.

But the Normal School has not lost its vitality, or ceased to grow. Better days are yet to follow. As I have already stated, a new building is in course of erection, which is an evidence of life, and a promise of growth. Other good things will follow, and the best is yet to be.

I shall no longer share in the joy of the workers, but I am not vain enough to suppose that through my withdrawal from the Institution its progress will be hindered, or to imagine that the successes and glories of its past history were essentially connected with my instrumentality. I rejoice that I have been permitted to witness so much of its prosperity, and I shall continue to rejoice in the success which it shall yet achieve.

A kind friend, in writing me respecting my retirement, remarked, "Your position has not been a bed of roses, but it has had its compensations." True, there have been difficulties, serious difficulties, and there have been compensations, grand compensations, enough, and more than enough, for the healing of the wounds which the thorns have inflicted. The chiefs under whom I have served were true and noble men—Forrester, and Rand, and Allison and MacKay—all true and noble men. To enjoy the confidence, and experience the unwavering support of such men, is adequate compensation for much hardships.

Then the men and women who have been co-workers with me in the Institution have been faithful and true; and to be associated with them was a guarantee that I should not be left to grapple with difficulties single-handed.

It has been a comfort, too, and an inspiration, to know that many of those men and women who have gone out from this Institution,—some of them to carry on the work of education in our own Province, others to engage in educational, missionary, or other fields of labor in far-off lands—that many of these have looked back to the Normal School as an alma mater, whose benign influence gave them the strength and fitness for the work to which they were called.

Thanking you, sir, must cordially, for your many kindnesses, and assuring you of my pleasant memories of our official and personal intercourse,

I have the honor to be,

Yours respectfully,

JOHN B. CALKIN,

Retiring Principal.

Normal School, Truro, N. S., June 28th, 1900.

STUDENTS OF SESSION 1899-1900.

AWARDED DIPLOMAS OF ACADEMIC RANK.

Archibald, Eugenie, B. A.	Truro	Colchester.
Benvie, Robert	Salt Springs	Pictou.
Chase, Margaret H., B. A.	Sheffield Mills	Kings.
Macdonnell, Donald F., B. A.	Port Hood	Inverness.
McKenzie, George W., B. A.	St. George's Ch'nl.	Richmond.
McLeod, James A., B. A.	Brooklyn	Queens.
Munro, Henry F., B. A.	Pictou	Pictou.
Trask, James L.	Arcadia	Yarmouth.

QUALIFIED FOR ACADEMIC DIPLOMA ON OBTAINING HIGH SCHOOL CERTIFICATE OF GRADE A—IN THE MEANTIME AWARDED DIPLOMA OF FIRST RANK.

Eaton, Isabel, B. A.	Dartmouth	Halifax.
England, Harry, B. A.	Hantsport	Hants.
Foster, Fred O., B. A.	Upper Granville	Annapolis.
Lawlor, Gertrude L., B. L.	Dartmouth	Halifax.
McDougall, Margaret F., B. A.	Antigonish	Antigonish.
McKay, Katie W., B. A.	Dartmouth	Halifax.
O'Connell, John J., B. A.	Sydney	Cape Breton.
Rogers, Stephen H., B. A.	Weston	Kings.
Thompson, Margaret, B. A.	Antigonish	Antigonish.

AWARDED DIPLOMA OF FIRST RANK.

Allen, Egbert C.	Arcadia	Yarmouth.
Atkinson, Blanche A	Maccan	Cumberland.
Banks, Stella M	Aylesford	Kings.
Banks, Florence M	S. Farmington	Annapolis.
Blackadar, Thomas B	Hebron	Yarmouth.
Blair, Caroline M. E.	Truro	Colchester.
Bond, Mary G	Tusket	Yarmouth.
Bowlby, Minnie F.	Aylesford	Kings.
Burbidge, Josephine G.	Millsville	Kings.
Campbell, Jean E.	Baddeck	Victoria.
Cann, Belle H	Hebron	Yarmouth.
Chapman, Eleanor L.	Dartmouth	Halifax.

Chipman, George F	Nictaux West	Annapolis.
Chipman, Ella M	Nictaux West	Annapolis.
Chute, Lottie De W	Berwick	Kings.
Coleman, Edna F	Aylesford	Kings.
Connor, Bessie B	Halifax	Halifax.
Cox, Sara E	Canard	Kings.
Creelman, Elizabeth C	U. Stewiacke	Colchester.
Cruikshank, Margaret	Sunny Brae	Pictou.
Davis, Charles J	Guysboro	Guysboro.
DeLong, Maud E	New Germany	Lunenburg.
Densmore, Florence	Port Clyde	Shelburne.
Dexter, Roger	Brooklyn	Queens.
Dexter, Marston E	Milton	Queens.
Eaton, Edwin K	Truro	Colchester.
Ellenwood, Margaret H	Yarmouth	Yarmouth.
Etter, Maggie	Shubenacadie	Hants.
Flemming, Harry A	Great Village	Colchester.
Fulton, Annie B	Bass River	Colchester.
Gilliat, John B	Granville Centre	Annapolis.
Grant, Jessie E	Springville	Pictou.
Graves, Eva M	Aylesford	Kings.
Hadley, Ethel M	Guysboro	Guysboro.
Hanway, James A	Truro	Colchester.
Hill, Olin D	U. Musquodoboit	Halifax.
Hunter, Margaret C	Springhill	Cumberland.
Jenkins, Emma J	Yarmouth	Yarmouth.
Lanner, Ida E	Spring Hill	Cumberland.
Larkin, Bertha A	East Pubnico	Yarmouth.
McDougall, Marion	Truro	Colchester.
McDowell, Mabel L	Spring Hill	Cumberland.
McHeffey, Jean E	Shubenacadie	Hants.
McKay, Nettie L	U. Clyde	Shelburne.
McKim, John J	Londonderry	Colchester.
McNutt, Annie	Selma	Hants.
McWilliam, Jessie	Central Onslow	Colchester.
Miller, Florence M	Dartmouth	Halifax.
Morse, Minnie P	Bridgetown	Annapolis.
Moses, Glindon A	Hebron	Yarmouth.
Mullen Alva E	Bear River	Digby.
North, John P	Middleton	Annapolis.
Parker, Eva M	Belle Isle	Annapolis.
Purdy, Bertha M	Spring Hill	Cumberland.
Rankine, Annie B	Halifax	Halifax.
Robbins, Catherine H	Yarmouth	Yarmouth.
Russell, Elizabeth C	Digby	Digby.
Sproul, Minnie	Parrsboro	Cumberland.
Spurr, Ernst B	Middleton	Annapolis.
Thompson, David A	Greenfield	Colchester.
Turpin, Eudavilla	Shelburne	Shelburne.
Wallace, Effie B	West Gore	Hants.
Watson, Margaret J	Little Bras d'Or	Cape Breton.

QUALIFIED FOR DIPLOMA OF FIRST RANK ON OBTAINING HIGH SCHOOL CERTIFICATE OF GRADE B—IN THE MEANTIME AWARDED DIPLOMA OF SECOND RANK.

Churchill, Harry W	Port Maitland	Yarmouth.
Goodwin, Pryor C	Pubnico Head	Yarmouth.
Gow, Isabel	Bridgewater	Lunenburg.
McLeod, Arthur J	Milton	Queens.

QUALIFIED FOR FIRST RANK DIPLOMA AFTER ONE YEAR OF SUCCESSFUL TEACHING — (THOSE MARKED †) AFTER OBTAINING HIGH SCHOOL CERTIFICATE OF GRADE B—IN THE MEANTIME AWARDED DIPLOMA OF SECOND RANK.

Creelman, Laura M	Truro	Colchester.
†Davis, Hattie F	New Germany	Lunenburg.
Ellis, Jennie	Truro	Colchester.
Henry, Ella K	U. Musquodoboit	Halifax.
†McDonald, John N	Shelburne	Shelburne.
McIntosh, Mary G	Truro	Colchester.
Mitchell, Martha J	Linden	Cumberland.
Moore, Janet	Truro	Colchester.
Morehouse, Fred. G	Sandy Cove	Digby.
Shaw, Vangie O	Berwick	Kings.
Shields, Ella G	Halifax	Halifax.
Thorburne, Ethel M	Low'r Jordan Bay	Shelburne.
Urquhart, Alexander J	Tatamagouche	Colchester.
†Wilson, Helen G	Lunenburg	Lunenburg.

AWARDED DIPLOMA OF SECOND RANK.

AuCoin, James H	Cheticamp	Inverness.
Bates, Stella M	Middle Stewiacke	Colchester.
Baxter, Alice M	Truemanville	Cumberland.
Beattie, Laura B	Amherst	Cumberland.
Blair, Maggie T	Truro	Colchester.
Boudreau, Placide	Eastern Harbor	Inverness.
Brennen, Maude A	Lake George	Kings.
Caddell, Maude L	South Maitland	Hants.
Cameron, Annie M	Denmark	Colchester.
Cameron, Anna B	Rocky Mountain	Pictou.
Campbell, Lizzie A	Margaree Forks	Inverness
Carmichael, Annie	George's R. Stat'n	Cape Breton.
Carmichael, Duncan E	N. E. Margaree	Inverness.

Chiasson, Ephraim	Cheticamp	Inverness.
Clark, Ina J	Halifax	Halifax.
Connolly, Mary C	Intervale	Guysboro.
Corbett, Annabel G	Bridgetown	Annapolis.
Creelman, Minerva	Truro	Colchester.
Dakin, Cora V	Sandy Cove	Digby.
Dickson, Laura A	Central Onslow	Colchester.
Duncan, Jessie W	East Chester	Lunenburg.
Duncan, Clara C	Halifax	Halifax.
Durling, Edna	Paradise	Annapolis.
Embree, Sarah	Amherst	Cumberland.
Fletcher, Georgie A	Acadia Mines	Colchester.
Fulmore, Bessie M	Walton	Hants.
Fulton, Ella J	Lower Stewiacke	Colchester.
Gammell, Lillian M	Upper Stewiacke	Colchester.
Hamilton, Jessie W	Reynard's Bridge	Yarmouth.
Harris, Gladys E	St. Peter's	Richmond.
Inglis, Carrie E	Tupperville	Annapolis.
Kavanagh, Annie M	Upper Rawdon	Hants.
Knowlton, Edith M	Parrsboro	Cumberland.
McDonald, Agnes C	Springville	Pictou.
McKenzie, Christena	Truro	Colchester.
McKim, Bella J	Londonderry	Colchester.
McLeod, Kenneth	Margaree	Inverness.
MacNeil, Maria A	River Bourgeois	Richmond.
Miller, Ada B	Miller's Creek	Hants.
Mosher, Edna	Kempt Shore	Hants.
Ramey, George R	Greenfield	Queens.
Roop, Lida M	Truro	Colchester.
Shampier, Jessie M	Rossway	Digby.
Spencer, Marion A	Great Village	Colchester.
Taylor, George W	Tidnish	Cumberland.
Tibert, Walton K	Little River	Digby.
Timpany, Mary R	Rossway	Digby.
Walker, Bertie E	East Chester	Lunenburg.
Webb, Effie P	Noel	Hants.

TO RECEIVE DIPLOMA OF SECOND RANK ON OBTAINING HIGH SCHOOL CERTIFICATE OF GRADE C—IN THE MEANTIME HOLDING THIRD RANK.

Belliveau, Mary G	Church Point	Digby.
Cameron, Christie J	Green's Brook	Pictou.
Faulkner, Eunice O	Noel	Hants.
Marsters, Ethel M	Summerville	Hants.
Porter, Helena W	Port Maitland	Yarmouth.
Swanburg, Maria L	Port Clyde	Shelburne.
Wilson, Erna M	Paradise	Annapolis.

QUALIFIED FOR SECOND RANK AFTER ONE YEAR OF SUCCESSFUL TEACHING—AND (THOSE MARKED †) AFTER OBTAINING HIGH SCHOOL CERTIFICATE OF GRADE C—IN THE MEANTIME AWARDED DIPLOMA OF THIRD RANK.

Boyle, Mary B	Mabou	Inverness.
†Corbett, Elva E	Lower Selma	Hants.
Ettenger, Emma G	Burncoat	Hants.
Harvey, Arabella E	Lower Stewiacke	Colchester.
†McLellan, Ethel S	Noel Shore	Hants.
Mullan, Margaret R	Yarmouth	Yarmouth.

AWARDED THIRD RANK DIPLOMA.

Baird, Annie E	Belmont	Colchester.
Beals, Mary E	Factorydale	Kings.
Bourque, Rosie	Eel Brook	Yarmouth.
Buchannan, Letitia M	Belmont	Colchester.
Cottle, Hannah L	Shubenacadie	Colchester.
Cottle, Pauline D	Shubenacadie	Colchester.
Craig, Janie V	Brule	Colchester.
Crowe, Carrie F	Belmont	Colchester.
Davies, Jessie	Salt Springs	Pictou.
Dechman, Minnie E	Elmsvale	Halifax.
Dewar, Charlotte	Wallace Bridge	Cumberland.
Dillon, Agnes	Round Island	Cape Breton.
Doyle, Margaret M	Arichat	Richmond.
Fenton, Libbie	Northfield	Hants.
Hart, Alberta B	Marsh Brook	Inverness.
Henry, Ida M	East River	Halifax.
Hume, Sadie M	Black Point	Halifax.
Huskilson, Nickulena	Lockeport	Shelburne.
Inglis, Flora E	Lunenburg	Lunenburg.
Johnson, Ida E	Williamsdale	Cumberland.
Landry, Josephine	Eel Brook	Yarmouth.
Leary, Bernice E	Upper Chelsea	Lunenburg.
Lockhart, Jessie	New Ross Road	Kings.
Macdonald, Penelope	Maryvale	Antigonish.
McDonald, Catherine J	North River	Antigonish.
McDonald, Henry E	D'Escouse	Richmond.
McDonald, Mary C	Birch Cove	Cape Breton.
McKinnon, Mary A	Shenacadie	Cape Breton.
McLanders, Agnes B	Brule	Colchester.
McLennan, Mary A	Dunvegan	Inverness.

McLeod, Mary B	Dunvegan	Inverness.
McMillan, Hugh B	Fraser's Mills	Antigonish.
Meuse, Philomena	Eel Brook	Yarmouth.
Murray, Bessie A	Truro	Colchester.
Oakes, Phebe	Truro	Colchester.
O'Toole, Sarah E	St. Peter's	Richmond.
Parnell, Alma B	Mill Village	Queens.
Rafuse, Jessie E	Conquerall Bank	Lunenburg.
Ridley, Grace L	Deerfield	Yarmouth.
Robertson, Susie	East Mines Stat'n	Colchester.
Roode, Lizzie J	Belmont	Colchester.
Skidmore, Florence	Brown's Brook	Cumberland.
Slater, Sadie E	Port Greville	Cumberland.
Slauenwhite, Phebe A	Conquerall Bank	Lunenburg.
Steele, Florence	Beechmont	Cape Breton.
Surette, Rose E	Lower Eel Brook	Yarmouth.
Swan, Sadie B	Springhill	Cumberland.
Urquhart, Jennie M	Folly Village	Colchester.
Vans, Margaret G	Buctouche	New Brunswick.
Whitman, Lizzie M	Inglisville	Annapolis.
Woodworth, Maggie E	Rossway	Digby.

RECOMMENDED FOR PROVISIONAL LICENSE OF THIRD CLASS FOR THE TERM OF ONE YEAR.

Cameron, Henrietta J	St. Peter's	Richmond.
Crispo, Elizabeth	Havre-a-Boucher	Antigonish.
Doucet, Marie N	Belliveau's Cove	Digby.
Douglas, Cynthia C	North River	Colchester.
Gillis, Bridget A	S. West Margaree	Inverness.
Grant, Margaret S	Meiklefield	Pictou.
McGillivray, Maggie	Upper Springfield	Antigonish.
McIsaac, Florence	Port Hood	Inverness.

COURSE UNCOMPLETED.

Cameron, Christena	Margaree Forks	Inverness.
Grant, Duncan W	Springville	Pictou.
Perry, Annie M	Sheffield's Mills	Kings.
Sinclair, Elizabeth	Charlo Station	Restigouche, N.B.

ADVANCEMENT OF STUDENTS OF FORMER YEARS.

FROM FIRST RANK TO ACADEMIC RANK.

Archibald, G. Grassie	Truro	Colchester.
Armstrong, James A	Brookfield	Colchester.
Brodie, William Stewart, B. A	Halifax	Halifax.
Calder, Robert L	Montreal	Quebec.
Cameron, Edward C	Intervale	Guysboro.
Crombie, Isaac	Plympton	Digby.
Crowe, H. S., B. A	Truro	Colchester.
DeWolfe, Loran A	West Gore	Hants.
England, Harry E., B. A	New Glasgow	Pictou.
Hewitt, Minnie C	Lunenburg	Lunenburg.
Kennedy, Elizabeth E., B. A	Halifax	Halifax.
McBain, Alexander R	Meadowville	Pictou.
McCarthy, May Winifred	Kentville	Kings.
McLean, S. C., B. A	New Glasgow	Pictou.
Shaw, Percy J	Berwick	Kings.
Urquhart, Howard D., B. A	St. Peter's	Richmond.

FROM SECOND RANK TO FIRST RANK.

Dill, Ethel E	St. John	New Brunswick
Forbes, Addie K	Mill Village	Queens.
Fraser, Mabel O	New Glasgow	Pictou.
Goodwin, Pryor C	Pubnico Head	Yarmouth.
Harding, Harry F	Truro	Colchester.
Jackson, Eva B	Clarence	Annapolis.
McDonald, William W	Lockeport	Shelburne.
McDougall, John C	Truro	Colchester.
McLellan, Lottie	Brookfield	Colchester.
Pulsifer, Bessie M	Goldboro	Guysboro.
Sutherland, Jennie D	Halifax	Halifax.

FROM THIRD RANK TO SECOND RANK.

Brundage, Katherine	Tidnish	Cumberland.
Coffin, Sophia	Barrington	Shelburne.
Dickey, Amelia	M. Musquodoboit	Halifax.
Goudey, Mary J	Canaan	Yarmouth.
McIntosh, Jessie M	Argyle	Guysboro.
Maxwell, Ella	Westville	Pictou.
Messenger, Milledge W	Kingston	Kings.
Nelson, Nancy	New Annan	Colchester.
Webber, Annie E	Burncoat	Hants.

FROM THIRD PROVISIONAL TO THIRD RANK.

Bell, Mary	Lower Stewiacke	Colchester.
Thompson, Susie	Bloomington	Annapolis.

STATISTICAL SUMMARY.—NORMAL SCHOOL.

YEAR.	No. of Teachers.	PUPILS.		EXPENDITURE.				TOTAL.
		Total number enrolled.	Received Diplomas.	Salaries of Teachers.	Salary of Janitor.	Cost of Fuel.	Contingencies, Stationery, etc.	
1900	7	223	149	$7600	$425	$278 50	$569 35	$8872 85
1899	7	189	184	7550	425	266 25	612 54	8853 79

MODEL SCHOOL.

YEAR.	No of Teachers.	PUPILS.		EXPENDITURE.			TOTAL.
		Average daily attendance.	Total number different Pupils registered.	Salaries of Teachers.	Amount received from Province.	Amount received from Truro.	
1900	2	94.1	114	$1200	$700	$500	$1200 00
1899	2	105.8	134	1200	700	500	1200 00

SCHOOL OF AGRICULTURE.

TRURO, NOVA SCOTIA,
December 26th, 1900.

DR. A. H. MACKAY,
Superintendent of Education.

SIR,—I have the honor to submit the following report of the School of Agriculture—the fifteenth annual report of this School. It covers the past calendar year.

January and June were devoted to the inspection of local Agricultural Schools. February, March and April, School of Agriculture classes only. May and June, and October, November and December, Normal Classes also. July, August and September Special Summer Class.

April 1st to December 30th was the regular session of the School. Thirty-one students were enrolled. Of these two had previously graduated, five graduate as teachers and one as farmer; seventeen had previously taught, and two were graduates of colleges.

The following graduate as local agricultural teachers, and are entitled to the regular fifty dollars given to each of the five best teachers taking the course and to the agricultural Teacher's Diploma:

William MacKenzie Bruce.....Truro.
William Stewart Brodie, B. A.....Halifax.
James Arthur DeLancey.....Middleton.
James Malcolm Swaine.....Yarmouth.
Thomas R. Richards.....Little Bras d'Or.

FARMER'S DIPLOMA.

William Isaac McDougall.....Truro.

It will be seen from the above that our attendance has fallen from ninety the year previous to the destruction of our school building, to thirty-one, or about one-third. I have received applications for admission from the Province and England, which I have not been able to encourage from our lack of suitable surroundings and equipments. I have no desire to dwell upon the difficulties under which we have labored, but it has been a severe trial, and I must thank the students for their indulgence and hearty co-operation in overcoming them.

There was no change made in the regular work, which was carried on as it was during the previous year.

There are thirteen local "Agricultural teachers" teaching. A few of these will qualify for their Provincial grant upon their regular "A" license, but some who could do so prefer to give the extra agricultural instruction, although it involves considerable extra labor. Under the new regulations which take effect this year, which grade these local schools into "Superior," "Good" and "Fair," I trust that even better work can be accomplished.

With the completion of the new building for the School on the Normal grounds we shall again have excellent Laboratories for the study of the sciences on which agriculture rests, particularly the biological sciences (Botany, Entomology and Zoology) and Agricultural Chemistry.

As I have pointed out in my report to the Secretary for Agriculture, by utilizing the classes in the Normal, Manual Training and Domestic Science Schools, we are able to offer a liberal education in connection with a thorough course in agriculture. Indeed, under the new arrangement, it will permit of a re-arrangement of our staff, so that our agricultural and scientific instruction can be carried out more thoroughly. In past years it was possible for us to offer only a course in Agriculture and the allied sciences, but with our entrance into the new building we will be prepared to offer a course of instruction equal to many agricultural colleges.

Instruction in the following subjects will be available to students:

Agriculture (including Horticulture. Dairying, Live Stock),	Physiology,
Chemistry,	Veterinary Pathology,
Qualitative Analysis,	Stock Feeding,
Quantitative Analysis,	Zoology,
Agricultural Chemistry,	Entomology,
Comparative Anatomy of the Domestic Animals,	Botany,
	Plant Diseases,
	Bacteriology.

(The above are taught in the School of Agriculture; while the following can be taken in the affiliated institutions):

Geology,	Music,
Mineralogy,	Elocution,
Literature (English),	Manual Training,
Mathematics,	Domestic Economy,
History,	French,
Drawing (Freehand and Perspective),	German.

These courses certainly offer the opportunity for as liberal an education as given in agricultural colleges elsewhere. It will be seen

by reference to former reports that I have long advocated the establishment of courses in manual training and domestic science (Report of '88 and '89). Such courses will do great good, while by utilizing the Normal classes the danger of narrowness of a purely technical institution will in a measure be avoided.

In my report to the Secretary for Agriculture I have pointed out that anyone can take up a course of agricultural reading at home under the direction of the School and receive credit for it. I would like to call the attention of teachers to this course. The direct benefit to the teacher would be great, as probably over fifty per cent. will live upon farms, but there is a more immediate benefit in that the teacher in rural sections particularly, would be able from such reading to give better and more practical instruction in the school and be of direct benefit to the farmers of the section. It has always appeared to me as if the teacher too frequently confined his attention to the school room, and that one of the chief reasons why our agricultural teachers were so successful was that they joined in the life of the community, became active workers in the agricultural societies, and were always ready to help the farmer. This is possible to a greater extent than at present with every teacher. One of the ways is by such a course of reading.

Students may enter the School April 1st, July 11th, November 1st, 1901.

College students may enter immediately after the close of their colleges.

Teachers taking the Summer course should enter on or before July 18th.

I have the honor to be, Sir,

Your obedient servant,

H. W. SMITH,

Principal School of Agriculture.

APPENDIX B.

REPORTS OF THE INSPECTORS OF SCHOOLS.

DISTRICT No. 1.—CITY AND COUNTY OF HALIFAX.

G. CREIGHTON, *Inspector.*

SIR,—I have the honor to submit the following report for the past school year:

The following sections were without school during any part of the year: Peggy's Cove, Greenhead, Harrietsfield, Lake Loon, Cobequid Road, Maroon Hill, Middle Porter's Lake and Mushaboon. Peggy's Cove section maintains a school on alternate years. Mushaboon is still without a building. The other sections named find great difficulty in maintaining schools, either through fewness of scholars or on account of the small amount of assessable property in each.

Henry Section, Upper Musquodoboit, built a new school-house during the year. This section has now the best single-room school-house in Halifax County. A superior building was also erected in Arlington Section.

The rooms at Sambro and Oyster Pond were enlarged and supplied with modern furniture. The rude joiner-made benches in Harrigan Cove, East Halifax, and in Huchinson, Elmsvale and Cook's Brook, Rural Halifax, were replaced by improved desks. The only sections in the Musquodoboit Valley which have still old-fashioned furniture are Higginsville, Dean, Chaplin and Meagher's Grant. These, I have reason to believe, will not remain long behind the other Musquodoboit sections.

Spry Bay (Henley) and Pennant Sections lost their buildings through forest fires.

Although the past winter was exceptionally mild, the attendance was very irregular, owing chiefly to the prevalence of whooping-cough. Berry-picking and lobster-packing seriously affect the attendance in a number of the sections on the sea shore during the most favorable months of the year.

The enrolment for the past year was 7,337. Of this number, 3,190 attended less than 150 days. The average attendance was 109 days. There were nearly 1,000 children of school age who did not attend a single day.

There is gradual improvement noticeable in furniture and necessary apparatus. The care of school property in many sections, however, is far from satisfactory. In the City of Halifax every school room is regularly visited by a committee of the School Board, and the condition of the blackboards, maps, desks, etc., carefully noted. If similar visits were made obligatory upon every board of trustees it would add to the efficiency of the schools.

A majority of the school children are well supplied with the prescribed text books, and these, especially the histories and geography, are memorized with a faithfulness not wholly commendable. In the larger miscellaneous schools teachers find it difficult to do much more than hear recitations. This method is too generally adhered to in schools where no excuse for poor instruction can reasonably be offered.

Too little care is given to penmanship and neatness of slate work in many of the rural schools. Inferior desks, and poor ink and pens, have something to do with unsatisfactory results. The example set by the teacher is sometimes such as to discourage painstaking effort on the part of the pupils.

Among the schools which improved their work in Drawing during the past year may be mentioned those of Dartmouth, Ferguson's Cove, Pleasant Harbor and North Middle Musquodoboit. Creditable work in Clay-modelling was also done in the last-named school.

High School subjects were taught in 29 rural schools, and in a majority of these the work was relatively well done, as judged by the results of the Provincial Examination. Complaint is frequently made that High School work is done in the miscellaneous schools to the neglect of the work in the lower grades. To remove all cause for complaint in this respect would be a matter of considerable difficulty. Were the teaching of High School subjects in the miscellaneous schools prohibited, it would be exceedingly difficult, and in many cases impossible, for young persons in the country sections to become teachers. A few schools of two departments in Halifax County now admit advanced pupils from neighboring sections.

The required statistical tables and abstract thereof are herewith submitted.

I have the honor to be,

Your obedient servant,

G. CREIGHTON.

To A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

DISTRICT No. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

SIR,—I have the honor to submit the following brief report on the Public Schools of Inspectorial District No. 2, for the year ended July 31st, 1900.

The only sectional change worthy of note was the re-organization of East Bridgewater. That part of the above named section not included within the bounds of the town of Bridgewater at the time of its incorporation, was made a section at the last meeting of the Board of Commissioners, to be known as Oak Hill. No. 44. The section has since been organized and is proceeding with the erection of a school house, to be completed for next term.

Every section in the County of Queens had school during some part of the year, and with the exception of Bayswater, the same holds true of Lunenburg County—one vacancy in a district comprising 242 schools.

New school houses have been completed and occupied in North Brookfield, Central Port Mouton, Milton (Upper), Beech Hill and Hemford. Pentz's, Snyder's and Upper Centre have buildings in course of construction which promise to be the best rural schoolhouses in the district; the furniture and general equipment will be the very best obtainable. The school house at Eagle Head, South Queens, was burned in March, but will shortly be replaced by another.

In a large number of sections attention has been given to grounds, outbuildings, repairs, painting, &c. Modern seats and desks of the best make have been supplied during the year in Chester Basin, Fox Point, Deep Cove, Indian Point, Parks' Creek, Centreville, Farmington and Bridgewater. The increased attention on the part of trustees and ratepayers to buildings, premises, furniture, &c., is becoming more marked every year. Old buildings have given place to new, others have been repaired and enlarged as circumstances required, so that at the present time there are not more than five or six schoolhouses in the district unfit for use. Within the last ten years 36 new schoolhouses have been built, about 50 have been repaired, and over 70 have been furnished with modern seats and desks. The most noticeable defects are unsatisfactory outbuildings and scarcity of school apparatus in some instances, but this is being remedied year by year.

The followlng statistics may prove convenient:

	Number of Schools.	Number of Pupils.	Attendance.
Lunenburg and New Dublin ..	149	6,290	740,300
Chester.....	31	1,349	144,760
North Queens	20	604	67,034
South Queens	41	1,517	208,673
Total.....	241	9,760	1,160,767

Compared with last year, this shows an increase in the district of 6 schools and 49,911 days' attendance, the number of pupils remaining about the same.

TEACHERS.

County.	A	B	C	D	Male.	Female.	Total.
Lunenburg	6	12	66	104	24	164	188
Queens	1	10	21	35	10	57	67
Total 1900	7	22	87	139	34	221	255
" 1899	6	22	90	130	31	217	248
Increase	1	..	..	9	3	4	7
Decrease	.	..	3	..	..	..	..

The teachers of the previous year were re-engaged in 112 schools, 96 made changes, while 47 taught their first term. As to length of service, 116 had from one to five years' experience, 59 from five to ten years, 29 from ten to twenty years, and 4 over twenty years. Seventy-eight teachers are reported holding Normal School Diplomas.

Arbor Day was very generally observed, and although all schools have not reported as to the manner in which the day was spent, I find that trees were planted in about 30 sections. Where trees could not be grown to advantage, the grounds were improved, rooms cleaned and decorated with plants, and suitable exercises observed. Many well-kept school grounds and home-like school rooms owe their existence to Arbor Day.

The observance of our initial Empire Day, May 23rd, 1899, was a grand success so far as juvenile enthusiasm was concerned. I feared, at the time, that much of the true intent and lasting effects of the day would be lost in the excitement. Perhaps the various celebrations of South African victories, this year, gave the pupils a chance to work off their surplus loyalty ; at any rate, the recent Empire Day exercises were of a much more sensible and educative character. Some of the schools simply gave a patriotic trend to the regular work of the day ; others had a special programme of patriotic music, recitations, essays and, when possible, appropriate addresses. In Lunenburg and Mahone Bay the exercises were specially interesting. The flag staffs on many school grounds and the more intimate acquaintance of the pupils with the British Empire and its institutions may be mentioned as immediate results.

Nature Observation sheets were received from nearly 60 per cent. of the sections, and in many cases nearly every observation asked for was noted. These sheets represent much labor and patience not only on the part of the teacher, but of the school, and have made the practical study of botany general throughout the rural schools.

In my rounds of inspection I have always tried to impress upon teachers the great necessity of first securing thoroughness in Reading, Writing and Arithmetic; next in importance, to teach the pupils to speak and write good English, and first and last, to secure good manners and respect. In comparing my Notes of Inspection for the past year with those of former years, I find that the three R's show special improvement. We have complained of the Reading and Writing for years. Now I am glad to be able to report that the Writing is fair, at least. The Reading is *better*, but not good enough. On account of its importance, Arithmetic has always received special attention, and shows greater thoroughness than any other subject of the Course.

Since the discontinuance of the text book on Grammar there has been evident improvement in the use of good English. Time, which was formerly spent in committing text book to memory, is now turned to practical account. Too much time is spent in home preparation of tasks in History and Geography, largely meaningless to a vast majority of the pupils, and too much of the school time is wasted in the recitation of these tasks. We need less study of text book by pupil and more study of lesson by teacher. The Health Readers, particularly the No. I, are favorites with teachers and pupils, and have done much good.

The County Academies in Lunenburg and Liverpool have had a very successful year. In fact, all the large graded schools have done more and better High School work. The number of candidates attending the Provincial Examinations continues to increase, and the percentage of successful candidates is greater than at any previous examination.

With sorrow, we refer to the death of Junia D. Sprague, Principal of Liverpool Academy for the last seven years, and for over twenty years connected with that institution. He loved the Teaching Profession, and as a teacher we never met his superior. Of splendid physique and hardy constitution, he withstood disease for years, but finding his strength unequal to another year's work he handed in his resignation, remarking that "his life's work was done,"—and so it was, he died the same day.

The Annual Returns came to hand promptly, and with few exceptions were satisfactory. Many of them, while quite correct, did not show that neatness which should characterize so important a document.

I visited all the schools in the district open at the time of my inspection, except two, and quite a number of them a second time, making in all 324 official visits. The two not reached were the smallest schools in the district and the most inconvenient of access, and at the time had not more than three or four of an attendance. I

had to leave them in order to attend the meeting of Commissioners, and did not consider it wise to return some twenty miles merely to record a visit.

The work of the past year has been successful and encouraging.

I have the honor to be,

Your obedient servant,

H. H. MACINTOSH.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DISTRICT NO. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

SIR,—I have nothing unusual to report as regards the working of the schools. In Shelburne County every school was open some part of the year, the whole number being 85. This included Big Port L'Hebert, which was practically non-existent for two years, as the school house was accidentally destroyed by fire. Though there are only four or five ratepayers in the section, and the valuation of the property is less than three thousand dollars, they built a new school house and had it fit to be occupied in the last quarter of the year. Under Section 89 of the School Manual the Commissioners voted a generous grant, which gave them courage to undertake the work.

In Yarmouth County there was a falling off in attendance and in the number of working schools. North and South Belleville schools were closed, involving the privation of school privileges to about 100 children between the ages of five and fifteen years. For nearly ten years the Commissioners have been trying to adjust things to suit the views of the ratepayers. At first they divided the old section into two new sections, all parties apparently concurring in the measure. But soon opposition developed, and the people occupying the centre of the village started a private school and maintained it for two or three years. In March, 1899, a majority of the Commissioners, in answer to a petition from the same quarter, created a new section, which was carved from the respective sections, North and South Belleville, and from that time on three sections occupy the ground which was formerly covered by two. This movement did not quiet the dissatisfaction; indeed, it intensified it; but now the dissatisfied parties chiefly are the residents left in North and South Belleville. I do not think it is possible to devise a plan that would be acceptable to all concerned—not even Solomon, with all his wisdom, could do it. When objections are founded on personal antipathies and considerations of social status, the voice of reason and common sense gets a poor hearing. In the meanwhile 100 children are without a school.

I regret to report that Greenville School was also vacant. This was a disappointment, for the people up to this time did as much as could be expected of them. They bought a nice plot of ground, built a good school house, and furnished it fairly well, and lately they have paid off the last dollar of debt, showing that in this respect at least they are as good as "white folks." However, they are going to atone for the neglect of the past year by keeping an open school the whole of the present year.

From what has been stated, the conclusion is plain that the attendance of the past year in Yarmouth County was not equal to that of the previous year.

No. of pupils registered in year ending July, 1899...	5,212
" " " " 1900...	5,157
Decrease.....	55

But, what is more difficult to account for, Shelburne County shows a decrease of 37 pupils: .

No. of pupils registered in year ending July, 1899 ..	3,378
" " " " 1900 ..	3,341
Decrease.....	37

The decrease would hardly be noticeable in any one section, only a shortage in the register of a name here and there, and made manifest when the aggregate of the two years were compared.

I am pleased to remark that there is a better side in my statistical tables, which shows that the regularity of the attendance was a decided improvement on that of the previous year:

YARMOUTH COUNTY.

Grand total days' attendance, 1900.....	640,872
" " 1899.	628,418
In favor of 1900.....	12,454

SHELBURNE COUNTY.

Grand total days' attendance, 1900.....	407,216
" " 1899.....	399,127
In favor of 1900.....	8,089

From these figures it follows that the number daily present on an average was larger than usual.

YARMOUTH COUNTY.

No. daily present on an average, 1900.....	3,089.3
" " " 1899..	3,019.7
Increase.....	69.6

SHELBURNE COUNTY.

No. daily present on an average, 1900	1,943.4
" " " 1899	1,875.0
Increase	68.4

In Yarmouth County there were employed some part of the year 123 teachers—24 males and 99 females, and in Shelburne County 85, namely, 21 males and 64 females.

They were classed as follows:

Male teachers:	Class A, 3;	B, 13;	C, 4;	D, 4.	Total,	24
Female " :	Class A, 3;	B, 16;	C, 49;	D, 31.	"	99

SHELBURNE COUNTY.

Male teachers:	Class A, 3;	B, 5;	C, 8;	D, 5.	Total,	21.
Female " :	Class A, 0;	B, 7;	C, 29;	D, 28.	"	64.

When compiling school statistics my attention was directed to the periods which teachers have served in the school room. In Yarmouth County 20 new teachers made a beginning, 35 who had acquired more or less experience took schools that were new to them, and 68 remained in the same sections.

In Shelburne County there were 15 new teachers, 33 having some experience took charge of schools that were new to them, and 37 remained in the same sections.

In Yarmouth County 64 have taught from 2 to 10 years, and 39 from 10 to 30 years. In Shelburne County 56 have taught from 2 to 10 years, and 14 from 10 to 30 years.

In Yarmouth County two have taught over 30 years, and one in Shelburne County.

I have but little to report in the matter of new buildings. I have already referred to the new school house at Big Port L'Hebert. At Black Point progress has been made, and it is likely the building will be ready for occupation in August, 1901.

In Yarmouth County $1,930.00 was voted for repairs, and in Shelburne $1,317.00. The sections that have made the most costly repairs are Middle Belleville, which, in addition to repairs on the school room and outbuildings, provided new furniture; Tusket Hill, which had to enlarge the school house and equip a primary room, and Central Argyle, which made an excellent job of the apartment for the advanced pupils. It is as neat and comfortable as sheathing and paint and patent furniture and tasteful arrangement of things can make it.

During the year three sections organized graded schools for the first time, or rather, first for a long time, namely, Central Argyle, Middle Wedge and Brooklyn.

Notwithstanding the abundance of school privileges, a great many children are growing up without education. In Yarmouth County 295 children, between the ages of 5 and 15 years, and in Shelburne County 335 are reported as not having attended school at all during the year. Add to this a dozen or more on McNutt's Island and some scores on Morris' Island—sections in which there is no school house—and you will have material enough for 18 or 20 schools. I do not vouch for the correctness of these figures. A few years ago teachers were very careful in their search for absentees, and their figures stood the test of examination, but I cannot answer for the figures in late returns. The secretary of Yarmouth town reports 1,148 children of the ages referred to, while the returns of the teachers show that 1,286 were enrolled in their registers.

But what about the Compulsory Act? Well, some sections seem to think it a sort of wild beast, which, if admitted into the section, would work havoc. If they would only enquire of their neighbors they would learn how absurd their ideas were. They would be told it was a most harmless animal, without life enough to keep its feet; that the small boy poked his fingers at it, twisted its tail, and punched its sides, and that it bore these indignities without the least sign of resentment.

With the exception of Yarmouth town, I have not heard of one section that made a serious effort to put the law in force. Here the day police have been turned to account by the School Commissioners, and being vigilant and interested, they have done good service in keeping truants in school. Indeed, a citizen cannot but miss them during school hours from the corners where they used to congregate.

Among the duties assigned to an Inspector he is required to note the classification of the schools. In large schools of several departments it has occurred to me that the grading is done not so much with the view of benefiting the greatest number as with the view of providing pupils to pass the examination for the High School. I am now thinking of a primary room where from 80 to 90 pupils are enrolled, while the preparatory registers from 25 to 30, the intermediate having about 40. This seems to me an unfair distribution. Once in a while the rigid lines might well be relaxed, and a moving forward of pupils allowed in order to relieve the primary rooms and equalize the attendance of the subordinate departments. To this arrangement the teacher in the preparatory would very likely object, as he is accustomed to think that his own work is to furnish pupils for the High School. He is apt to think that every pupil must pass the entrance examination, bright or dull, having a taste for study or an aversion to it, having in view to follow up the High School or to withdraw from it as fast as his feet can carry him, no difference, he has to be drilled and drilled and forced into the High School. With

a large attendance in the Preparatory, there would be a goodly number of bright pupils that would be proper material for a High School. The unapt, after covering the ground in a more or less imperfect way, would have to follow their natural bent by taking to some mechanical pursuit, some division of manual labor.

The Provincial examination was well patronized, the attendance being larger than that of any previous year. I cannot speak of results, as they are not to hand yet, but one thing struck me impressively—the bright, earnest and intelligent look of the several groups of candidates. The candidates from the rural schools had evidently received improved teaching, for the indications suggested a development of mind corresponding to the studies pursued.

Sometimes difficulty is experienced in getting together a quorum of School Commissioners. In Shelburne there are five or six townsmen who consider it a point of duty to be present at the annual meeting. Through the kindness of Mr. David Frost, proprietor of the Atlantic Hotel, we have the privilege of using a room—a veritable "red parlor"—where the Commissioners meet in the evening, adopt resolutions, and talk over the educational affairs of their half of the county.

In the District of Yarmouth Commissioners are present in sufficient number to transact the business of the year. The Belleville "school question" keeps the Argyle Commissioners in attendance and practice. At a late meeting every Commissioner in the District was there. In Barrington there was no meeting in 1899, nor again in 1900. Mr. J. B. Laurence, a veteran of 40 years' service, never fails to attend, and Mr. Thomas W. Watson seems to be of the opinion that while he holds his commission he should do what the Council expected him to do when it appointed him. But here the list of reliable commissioners ends. Would it not be the proper thing to do when a Commissioner is unwilling to attend the annual meeting, of which he has had due notice, to return his commission to the quarter it came from? Then no one would expect his presence, and some one would be saved the trouble and expense of informing him of a meeting which he has no notion of attending.

I can make no encouraging statement in regard to the salaries of teachers. Comparing those of the past two years, I find that the tendency is to become less. I do not know that there is anyone to blame for the decrease more than teachers themselves. When a Class B teacher will undermine a Class C, and take her place at a smaller salary, and when a Class C will underbid a Class D, salaries must decline. As a rule, teachers in Yarmouth County are better paid than those in Shelburne. The difference likely accounts for the fact that educational papers are more generally taken in Yarmouth County. The "Educational Review" has a pretty good circulation in the latter county, while comparatively few take it in Shelburne County.

In looking over the salaries paid in French and English rural sections, I notice that the former do not suffer by comparison with the latter. It is a rare thing to see a French Class D female teacher receive less than $100.00. Commonly it is $125 or $135, the highest $160.00. Class C females get $175.00; the highest given is $200.00. Male teachers of the same class receive about the same salary.

A word in closing respecting the schools generally. It may be accepted as a fact that the schools are improving. A better educated class of teachers is taking the place of the low grades of former years. They go into the school room with a deeper sense of their responsibility, and they have an impression that it is work, work, work that makes a good school. I wish I could say of all that they make preparation at home for the work of the next day. As a rule, those who have attended the Normal School teach better the modern subjects Calisthenics, Nature Lessons, Music and Drawing. I think I may add that at no time have the people taken more interest in their schools.

With sentiments of sincere esteem,

I have the honor to be,

Your obedient servant,

JAMES H. MUNRO.

A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

District No. 4.—DIGBY AND ANNAPOLIS.

L. S. Morse, *Inspector.*

Sir,—I have the honor to submit the following brief report on the Schools of Inspectorial District No. 4 for the year ended on July 31st, 1900. The Tables of Statistics compiled from the Annual Returns accompany this report, and furnish a great amount of facts which will not need to be reiterated herein.

On consulting said tables it will be noticed that the number of school sections remains as last reported. The number of schools in session was, however, *five* greater than last year. *Eleven* sections only were without schools—*nine* in Annapolis County and *two* in Digby County. In Bear River, Digby, and Freeport Sections an extra department was addod to each of the graded schools therein, while in Brighton Section two departments were maintained instead of the three which were formerly in session. In Mavillette Section the school was graded into two departments instead of the miscellaneous school formerly maintained. Additional departments are needed in other sections to accommodate the increasing number of pupils.

No new school houses (except the County Academy building at Annapolis) were erected during the year, although repairs and improvements were made in a few. In some sections new buildings must be provided in the near future. To insure the erection of buildings of proper size and design, permit me to suggest, as has been done in former reports, the desirability of having authorized plans issued by your Department, according to which all school houses should be built. Under existing conditions the tendency in many of the country sections is to erect buildings cheap in design and two small for the requirements of the section.

Since the formation and designation of the school sections shortly after the adoption of the present school law, several post offices have been opened which have been given names different from the names of the sections in which they are located. For obvious reasons, which it is not necessary to mention, the Boards of School Commissioners, on my recommendation, have renamed some of these sections, and they are now known by the name of the post offices within their limits.

In the matter of apparatus a gradual improvement can be reported. A few schools are fairly-well supplied, but in most cases the equipment is less than the Regulations suggest. Pressure will be brought to bear in order that still further improvement on this line may be reported in future.

Fifty-two sections were classed as "*poor sections*" by the Boards of Commissioners, and as such were entitled to the extra grants. *Eleven* of these were without schools during the year, for reasons given in the special report on sections without schools. A few sections were given permission to maintain schools less than the full year, and a few others were without schools part of the year from unavoidable causes.

Three hundred and thirty-six candidates applied for admission to the Provincial Examination at the various stations in this district—being *twenty-nine less* than the number of applicants last year. About fifty five of these were pupils of the County Academies, and the remainder were sent up by the principals of the other graded schools, with the exception of about one hundred and ten, who were prepared in the miscellaneous schools of the district. Principals of the County Academies sometimes complain of lack of time to do efficient work in all the subjects of the High School course. If their complaint be just, what must be the difficulties with which teachers of the miscellaneous schools have to contend, some of whom have pupils in every grade from Grade I to Grade XI inclusive. In such cases they are required to do what cannot be accomplished successfully, and consequently some classes or some subjects must be neglected. In the interest of the common school pupils it would seem to be necessary to limit the work of the miscellaneous schools to the common school course of study, or at most to the first nine grades of the course of study, and to require work in the higher grades to be done in the

Academies and graded schools. The County Academies are especially designed to accommodate High School pupils from all parts of the municipalities in which they are situated, and it might be well for the Council of Public Instruction, at your suggestion, to consider ways and means by which these institutions may be brought to more fully accomplish the object for which they were founded.

The work in the school room depends upon the teacher for its successful accomplishment. A well-trained teacher, possessing natural aptitude for the work, will achieve success. There is a fair proportion of such teachers in this district. Of the remainder, the inexperience of some, and the want of tact of a few, prevented the accomplishment of as good results as could be desired. In some of the miscellaneous schools some subjects did not receive due attention in consequence of the large number of grades in attendance and of the inability of the teacher to find time necessary for the work of the course. The work accomplished during the year was, however, at least equally as good as had been done in previous years, and was, perhaps, as good as existing conditions would permit.

The total number of pupils enrolled during the year was 9,431, being 97 less than the number registered during the preceding year. The number enrolled between *five and fifteen years* of age was 8,307. The number of children between five and fifteen who did not attend school in sections having schools was 547, being 35 more than the number so reported last year. The average daily attendance was 53.9 per cent. of the number enrolled. The like percentages for the two preceding years were 55 and 52.7 respectively. It will thus be apparent that although the optional compulsory attendance law has now been adopted by a vote of the ratepayers in *one hundred and twenty-one* sections in this district, it has had no effect in increasing the attendance of pupils, and it must therefore be inoperative. The law is useless unless enforced, and no instance has come to my knowledge of any attempt to impose the penalty for its violation.

Phenological observations were recorded by fifty-six teachers in this district during the year, whose reports, classified as directed, will be transmitted to you. There is reason for believing that the making of these observations has had a beneficial effect upon teachers and pupils, and has been the means of diffusing a much greater interest in the study of Nature than would otherwise have been accomplished. Some complaints have been made regarding the time at which teachers are put in possession of the printed blanks on which these observations are to be recorded. In last year's report I suggested that they be distributed with the registers, in order that teachers may be able to begin recording such observations at or shortly after the opening of school for the year. I would now recommend that in the new registers shortly to be issued one page (or more, if required,) be arranged for recording nature observations, and that all teachers, with the aid of their pupils, be urged to undertake this work. Copies to be sent to the Education Office could be made upon forms to be distributed with the annual returns.

The meetings of the *twenty-first* annual session of the Teachers' Institute were held at Middleton on the 11th and 12th days of April. About one hundred and twenty-five teachers were present, including a few from Yarmouth, and a comparatively large contingent from Lunenburg and Queens Counties. The presence of Dr. MacKay, the Superintendent of Education; of Inspectors Roscoe and McIntosh, of G. U. Hay, Esq., the Editor of the "Educational Review"; of Principal Brittain of Horton Academy, and of Professor Smith of the Normal School, was highly appreciated. The programme embraced papers or lessons on the following subjects, viz.:—

1. Overpressure.....Principal DeLancey.
2. The Metric System.....Principal Connolly.
3. Mathematical Drawing.....Principal Armstrong.
4. Agricultural Chemistry.....Mr. G B. McGill.
5. Practical Book-keeping.....Principal Spinney.
6. Literature—*The Armada*.....Principal Cameron.
7. Talk on Physics.....Mr. C. M. Gormley, A. B.
8. Literature in the Lower Grades—"*Hiawatha Selections*"—An Illustration lesson.....Miss Lulu M. Phinney.
9. Patriotic Lesson on Flag.....Miss S. A. Parker.
10. The Use of Pictures in the School Room.Principal Harlow.
11. Talk on Teachers' Union and Organization.....Principal Longley.
12. Spelling.....Mr. J. H. Crowe.
13. Geometry—*Lesson to Beginners*.....Principal Creed.

The meetings were of great interest and profit, and a full attendance was maintained until the closing session. A very large public meeting on Wednesday evening was addressed by the Superintendent of Education and other gentlemen present. A most cordial reception was tendered to the Institute by the citizens of Middleton at a public meeting on Tuesday evening. As an extended notice of the proceedings will be furnished by the Secretary of the Institute for publication in the Annual Report on Education, further comment is unnecessary.

A comparatively few teachers sent in reports respecting the observance of Arbor Day. It was observed, however, by many of the schools, and much was done in improving school grounds, and in planting trees and shrubs. Empire Day was also observed quite generally, and appropriate programmes rendered calculated to increase the loyalty and patriotism of teachers and pupils.

The County Academy at Annapolis was taught by Principal John N. Creed. The annual enrolment in his department was twenty-six, with an average daily attendance of 17.6. The large amount of High School work done in the other graded schools and in some of the miscellaneous schools of the county, interferes with the attendance at the Academy, which has to depend upon the town chiefly for its pupils. The new building, which was occupied for the first time in February, supplies a need long felt by teachers and pupils. It provides

accommodation for eight large departments, with cloak rooms connected with each, together with a room for a chemical laboratory. It is newly-furnished with modern desks, and is well provided with necessary conveniences for teachers and pupils. It is the finest public school building in the district, and it reflects great credit upon the town. It is to be hoped that it will be the means of attracting High School pupils from other parts of the county, and of bringing the Academy to a higher state of efficiency than it could attain in the past.

The County Academy at Digby was taught by Principal Henry B. Hogg. The comparatively-large attendance made last year could not be maintained this year, and in consequence thereof Miss Bessie M. Logan, the second Class A teacher, could not rank as a teacher in the Academy, entitling the section to draw the Academic grant on her account. She, however, took charge of a separate department and taught Grades VIII and IX. The record made by the pupils of the Academy at the recent examination shows that good work was done during the year.

At Church Point, the County Academy for Clare was under the Principalship of Mr. James P. Connolly. This Academy had the advantage of a division of labor to a greater extent than any other Academy in this district. Principal Connolly had the assistance of the Professors of Ste. Anne's College, in which the Academic class-rooms are situated. I believe that satisfactory work was done by the teaching staff of this Academy, as has probably been demonstrated by the record made by its students at the Provincial Examination. It is to be regretted, however, that for reasons known to yourself, females are excluded from its classes. In the interest of the public schools of Clare the Academy should, if possible, be separate and apart from Ste. Anne's College, from which all females are excluded. It would then be available for the preparation of female teachers for the French schools of the district.

In order that none of the French schools in Clare might remain closed during the year, it became necessary to request the granting of *seven* "permissive licenses." These were issued upon the joint request of the Special Visitor and myself. I feel confident that these would not have been necessary if females had been accorded equal facilities with males for preparation for this work.

In consequence of the scarcity of French teachers of the higher classes it became necessary to apply to the Council of Public Instruction, through you, to suspend the operation of Regulation 5 (C.—Trustees) which requires that Principals of graded schools should hold at least B or C licenses. This request, which was endorsed by the Special Visitor, was granted so far as the graded schools of Grosses Coques, Comeauville, Meteghan River and Salmon River were concerned, and these schools were supplied with Principals holding D licenses.

As the Special Visitor will report upon the French schools of Digby and Yarmouth Counties, it will not be necessary for me to refer to them further than to say that, in my judgment, they were in as good condition as in past years.

All schools were inspected once during the year, with the exception of Douglas Section, No 9, in the district of Annapolis East. This school, after being in session for a short time at the beginning of the year, was closed unavoidably, and was not re-opened. It was, therefore, not inspected; but as it was in charge of an experienced and successful teacher, its condition may be assumed to have been satisfactory. The Notes of Inspection for the year will give detailed information respecting each school visited. On examination of these Notes, it will be observed that several schools received a second visit of inspection.

As the "Journal of Education" is of more use to Teachers than to Trustees, and as it is important that it should reach the teachers as soon after its issue as possible, I would recommend that it be mailed direct to the teacher, with instructions to preserve the same in the school room for the use of teacher and Trustees, and that the regulation respecting the same be altered accordingly. In cases where no teacher is employed, it could be mailed to the Trustees. Under existing conditions it often remains a long time in the hands of Trustees before it reaches the teacher, and in some cases the teacher never sees it.

I have the honor to be, Sir,

Your obedient servant,

L. S. MORSE.

A. H. MacKay, Esq, LL. D.,
Superintendent of Education.

FRENCH SCHOOLS.

Districts Nos. 3 and 4.—YARMOUTH AND DIGBY.

Rev. J. J. Sullivan, *Special Visitor.*

Sir,—I herewith respectfully submit my Annual Report of French schools in Clare and Argyle for the year ended July 31st, 1900.

I am pleased to be able to say that during the past year more interest has been taken in school affairs in certain sections, both on the part of parents and of children, than was apparent the previous year.

The teachers throughout the district have diligently applied themselves to their work, and results show the fruits of their efforts.

In many cases they have been working under very discouraging circumstances, both in regard to co-operation on the part of Trustees and also by reason of the small remuneration given them for their services. As long as that abominable abuse is indulged in by the Trustees of certain sections of cutting down prices to the lowest possible notch, and of refusing to engage good teachers at fairly-decent salaries, we cannot expect that full measure of success in educational matters aimed at by our public school system.

It seems a pity that the destiny of certain sections should be in the hands of the Trustees. In too many cases their sole *raison d'etre* seems to be economy. Allowances must be made for those sections unable to pay high salaries, but I regret to say that those enjoying a larger portion of this world's goods are often not more inclined than their less fortunate neighbors to fully compensate those to whom is entrusted the education of their children.

The school houses in a few sections have not as yet received the care and improvements required by law. Apart from the architectural deformities, they lack the common comfort of cleanliness, and, in a few cases, that of heat when necessary. I experienced a striking example of this unpardonable negligence on the part of Trustees at Harrington. I reached that school, after a few miles' drive, on the morning of February 20th. The chilly drizzle of the weather on that morning was only increased when I entered the frosty, damp atmosphere of that school. A young lady teacher and six shivering scholars were the occupants of the building on that day, and not a vestige of material wherewith to light a fire, and that, too, in a thickly-wooded district. I soon gladdened the hearts of teacher and children by starting a cheerful blaze in the old stove by means of a bundle of new shingles which had been deposited at the school door some weeks previously, awaiting the final decision of the Trustees as to much-needed repairs on the old school house roof.

The teacher, as a rule, has to look after the external economy of the school as well as to the mental training of scholars, for in the majority of sections the interest taken by the male portion of rate-payers is a minus quantity. Whilst this deplorable lethargy on the part of the fathers of families exists, the onward movement in education must of necessity be slow.

The importance of physical development is being realized more and more every day, and children enjoy their daily exercise in calisthenics. Many of our people still doubt, however, the necessity of this as well as of many other modern improvements made in the public school curriculum. A close observer, however, will readily note the lessening of round shoulders and contracted chests in the school room.

Vocal Music.—When called upon to vindicate their proverbial Acadian musical talent, the children generally reply by a genuine gladsome smile, and no portion of their daily work seems to afford

them greater pleasure than that which calls forth an expression of their innate love of music.

Hygiene and Temperance.—These important subjects are generally well treated. Our teachers throughout the Province may easily become great factors in the temperance cause by using their influence in its favor in a prudent, exemplary manner.

Morality.—I have not had a single complaint from any teacher or trustee of any misdemeanor among pupils. The teachers are vigilant, and in so being, undoubtedly prevent many abuses which otherwise might arise in a mixed school. I think, however, generally speaking, more attention might be profitably paid to the location of outhouses in miscellaneous school sections. These houses should be built some distance apart, and not, as they are in many cases, as if land were scarce in the extreme. When possible, separate recreation grounds should be provided for boys and girls, as then the scholars would more freely enjoy themselves in those games proper to their sex.

Patriotic Duties.—The patriotism of our Acadian children might be fairly gauged by the spirit and vim with which they render our patriotic songs during this turbulent moment of war. The scholars of Lower East Pubnico deserve special mention for the manner in which they rendered that old but recently-revived patriotic song, "Soldiers of the Queen." To Miss Mary McCarthy (Kentville), the teacher in charge, the children are indebted for such careful training.

I wish to call the attention of our teachers to the usefulness of devoting more time and care to *Nature Lessons.* This branch may seem at first sight too simple to be considered important. A little reflection, however, will convince those who have to deal with children, that it is both useful and necessary for the development of their powers of observation, and for creating a habit of attention.

Spelling lessons are fairly attended to. I would recommend, however, that the teachers insist more faithfully upon the method of explaining the meaning of words in both French and English. In some schools the copying of a lesson is considered an exercise in dictation. This is an erroneous idea, as in copying the eye alone is exercised, whilst in dictation both eye and ear receive a training.

Reading.—The mechanical pronunciation of words is generally good, but that intellectual narration so essential to good reading seems not to be understood. The scholars, however, seem more interested in this part of their daily work since off-hand translating has been introduced in both French and English. This method is now in general use, and in many schools is practiced with very good results.

We are still in hopes of soon seeing in our schools reading books both in French and English better adapted to the needs of the children.

Grammar.—This very important subject in many instances lacks attention, both in French and English. As the mind of a child can only argue from the particular to the particular, I think it advisable that the rudiments of the French grammar be imparted to French children before they attempt to overcome the difficulties of English. Grammar is taught orally with good results. In adopting this method I beg leave to remind some of our teachers that the theoretical following of the rules of syntax does not necessarily constitute a grammarian. One of the most important duties of an instructor in class is not to *talk* grammar, but to speak grammatically. Unfortunately, many teachers, through carelessness or association, are too indifferent to the art of expressing their thoughts correctly. The best oral lesson that can be imparted is for the teacher to practice his grammar, and insist upon his scholars expressing themselves properly in class, correcting them *publicly* when necessary. A child's mind being as molten wax, impressions made thereon must in time have a permanent effect.

More attention is being given to map work in the teaching of geography, but as yet many schools are deficient in maps, although the Trustees have been notified to procure those required.

Attendance.—During the past year 2,990 children were enrolled, and a daily attendance of 1,834, or an average of about 60 per cent. This is an improvement on the previous year, and a fair indication of increased interest in educational matters. In some districts every allowance must be made for poor attendance during the winter months, as the children in these places live quite a distance from the school.

The school houses and surroundings in the Municipality of Argyle are, for the most part, in very good order, and reflect credit upon those in charge. In the Municipality of Clare there are also some very good houses, especially those of Mavillette, Meteghan, Saulnierville, Church Point and Belliveau's Cove. In time, no doubt, the other sections will make greater efforts and succeed in bringing the school bulldings up to the standard.

The number of permissive licenses issued last year was much less than that of former years, and it is to be hoped that the necessity for granting such has become a thing of the past.

The Academy at Church Point in connection with St. Anne's College, with Mr. Connolly as Principal, did very good work during the year, as results of examinations show. When these successful students enter upon their duties we will be supplied with a complete and efficient staff of teachers. At present, however, we are depending upon female teachers, and consequently realize the urgent necessity of better educational advantages being afforded the girls in Clare, so that they may all the more easily qualify themselves for the teaching profession.

The first meeting of the French Teachers' Institute was held at Church Point on May 17th and 18th last. It was very largely attended, and all present took a most lively interest in the discussion of papers read and suggestions made during the two days' session. On the night of the 17th a public meeting was held in the College, at which were present all the professors and students of St. Anne's College, together with a large number of people assembled from all parts of the Municipality, to learn from the Superintendent of Education, in his masterly discourse on the important subject of mental training, many things hitherto misunderstood or unheeded. He aroused great enthusiasm in explaining the beauties of the French language and by insisting upon the necessity of the Acadians perfecting themselves in a better knowledge thereof. The frequent outbursts of genuine, hearty applause with which his telling points were received, emphasized the highest appreciation of the Superintendent's lecture.

The Rev. Father Dagnaud, President of St. Anne's College, followed with an eloquent and practical address on the development of the animal, intellective and spiritual man.

Appropriate and pleasing addresses were also made by Hon. A. H. Comeau and Principal Connolly.

Were it not for the danger of making too long a report, I would like to dwell upon the papers so carefully and well prepared by the teachers, all of whom deserve the highest praise for their efforts in making this, their first meeting, such a brilliant success. The programme was quite an extensive one, embracing the most important subjects in our public school daily work, during the discussion of which many practical suggestions were made, whence were formulated many resolutions, a detailed account of which has been forwarded the Superintendent of Education by Mr. O. A. Soucie, Secretary of the Institute.

I have the honor to be, Sir,

Your obedient servant,

J. J. SULLIVAN.

DR. A. H. MACKAY,

Superintendent of Education.

DISTRICT No. 5.—HANTS AND KINGS.

COLIN W. ROSCOE, M. A., *Inspector.*

SIR,—I have the honor to submit, for your consideration, the following report of the schools of Inspectorial District No. 5, for the year ended July 31st, 1900.

Fair View section, in Kings County, which has had no school for five years, has through aid from the County School Fund and the Cornwallis School Land Fund, been able to build a good school house, and had school since the Christmas vacation. A change made in the section by the Board of School Commissioners, by which some families were removed to another section, made it possible to change the site for the school house and establish the school where it will be more convenient to most of the children.

North River, also, which has had no school for thirty years, has, by a great effort, aided by the Board of Commissioners, had a school for six months. It is hoped that both of these sections may have school with some degree of regularity in future.

I have reported but one section in Kings and one in Hants without a school. I mean by this that these are the only two sections in which it seems possible to start schools until conditions are changed and school houses erected. These are East Pereaux Mountain and Five Mile Plains. There are a few nominal sections in which there are a few or no children, no school house or a very poor one. Some of the children from these attend other schools. A good system of grouping would benefit these.

The tables which follow, and the statistics given in the "Abstract Returns," will furnish all details of the schools for the year.

COUNTY.	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants.....	124	139	4,639	539,774
Kings....	130	141	5,123	541,187
Total, 1900.. ..	254	280	9,762	1,080,961
" 1899....	252	267	10,104	1,078,626
Increase	2	13	..	2,335
Decrease..	..	..	342	....

TEACHERS.

County.	A.	B.	C.	D.	Male.	Female.	Total.
Hants	5	27	54	53	23	116	139
Kings	6	35	51	49	23	118	141
Total, 1900..	11	62	105	102	46	234	280
" 1899..	11	52	104	100	44	223	267
Increase	..	10	1	2	2	11	13
Decrease	..	..	..	..	..	..	..

1. One hundred and five teachers are reported as holding Normal School Diplomas. Previous to the present method of Provincial Examinations, every one who went up for examination wrote for a license, and if successful, sought a school and began to teach, or keep school forthwith. Now not more than twenty per cent. of those taking the high school examination take the M. P. Q. examination at the same time. Most all candidates aim to take the grades in order, and when they obtain grade B, plan to go to the Normal School. This tendency is in the right direction. More and more value is attached to the training of teachers as the years go by. Soon a regulation making attendance at the Normal School compulsory will be in order.

2. Seventy-eight schools were in session for the full term of 216 days, and one hundred and thirty-four more for over 200 days. One school, Kellyville, was in session less than 50 days. There are only five pupils now left in the section, and it is found difficult to get a teacher for the short period for which the funds will pay. The grants paid to this section, in the various forms, would pay for a team to transport the children to an adjoining and better school for at least one-half the year. There are a few other sections in this district similarly situated.

3. The average time for all schools was 203.3 days.

4. It may be noted that the time devoted per week by the teacher to giving instruction in the various branches in the schools of the same grades and size differs very widely. Some give nearly half the time to reading, others to arithmetic, and so on. So little time is reported for oral and nature work, and music, that the impression is left that only enough is done in these to keep within the limits of the requirements. I am inclined to examine, for one term principally, the work in these neglected subjects.

5. The average of quarterly percentages was 65.8.

6. The amount paid as Provincial Grant to teachers employed in this District for the past year was $20,267.61. The amount paid as County School Fund was $12,547.30, and the amount paid by the sections to supplement these sums was $48,522.00, or a total of $61,336.91. At least twenty-five per cent more is needed to equip and maintain the schools in a good state of efficiency.

The notion prevails that the demands for improvements in school houses, furniture, equipment, etc., are more frequent than they should be. It is not considered that there is a constant use of these by such a large number of children that the wear and tear of them are of necessity very great. I have learned that not many Boards of Trustees can be expected to look over the premises aud provide for repairs and the supply of all that is needed. They do not always understand just what is needed, so I am in the habit of writing the secretary of trustees and notifying the trustees through him of repairs that must be made and articles that must be supplied to meet the requirements. I am careful to study the ability of the sections and notify the weak sections to supply nothing that is not needed, but press them to get the necessary outfit. In this way during the year a great many sections have been written to, and as a result the annual meetings have voted money in a fairly generous way for improvements. When I visit the schools I inspect the buildings, premises, maps, apparatus, etc., and in my letter state just what repairs they are expected to make, what articles to supply, and what improvements to make on the school grounds. This kind of work is producing good results, and the trustees expect it. There has been less done by the trustees to improve the school grounds in the past than should reasonably be expected of them. I find by a careful perusal of the regulations of the C. P. I. that much more attention may be required in this direction than has been given, and I shall feel it my duty to insist that grounds shall be levelled, laid out in neat form, and pnt in a condition so that an old or dilapidated building shall seem out of place on them. Much education of the best kind may be given to schools through well laid out and kept grounds.

Arbor Day was observed in many sections during the month of May. The extent and manner of its observance indicate the interest and influence of the teacher. In most cases the pupils and their parents need only to be reminded and led by the teacher, and they will be ready to aid in making the day profitable. Clearing up grounds and school rooms, setting trees and shrubs, lessons on the structure and growth of plants, practical grafting, etc., constitute the chief work of the day. One teacher reports: "I formed my school into sections and gave each section a certain amount of work to do. The boys worked outside and the girls in the school house. The boys cleaned up the yard and grounds, planted trees, and with the aid of their parents, who brought their teams, hauled about twenty-five loads of sand and put it where it was most needed to level up the grounds. They also cut down and removed a tree from the driveway, and ploughed a strip of ground in which I intend to plant

seeds and teach the children to care for and study their growth, etc. The flag staff was put on the school house, so that our large Union Jack floats fifty feet above the ground. The girls cleaned and put the school house in order."

This report represents scores of others received. Another says: "Dead trees were uprooted and live ones planted in their places, rose-bushes and other shrubs set out, grounds were levelled and smoothed. The Experimental Farm was laid out on land kindly granted by Mr. ———, one of the residents. All worked with a will, and good work was done. The Secretary of Trustees, Dr. ———, and Rev. ——— made brief addresses." There can be no doubt of the beneficial results of spending Arbor Day in the way reported.

It was an easy matter for teachers to make some celebration on Empire Day. The atmosphere was so surcharged with a spirit of loyalty to Queen and country that all that was needed was to disturb the elements to have an explosion. I have a large number of excellent reports before me which recount what was done. There is great similarity, of course, in these reports. The school flag—often a new one—was hoisted in the morning. A sample of what was done, taken from a few programmes, may be presented thus:

SONGS.

"God Save the Queen," "My Own Canadian Home," "The Maple Leaf," "We are Bearing the Flag," "Canada, the Land of the Maple Tree," etc., etc.

RECITATIONS.

"Love of Country," "Emblem of Canada," "My Native Land," "Britannia," "God Bless the Queen," "One of Howe's Poems," "The Englishman," "The Queen who Wears a Crown of Years," etc., etc.

LESSONS.

"The Empire," "The Flag," "Early History of Canada," "Victoria's Reign," "British Possessions," "Extent of the British Empire," "Colonial Government in the British Colonies," etc., etc.

ESSAYS.

"Life of Joseph Howe," "The Growth of the British Empire," "The Boer War," "The Queen," "British Statesmen," "Canadian Leaders," etc., etc.

The exercises were well attended by parents and school visitors. Usually some short addresses were given by those who came prepared to speak to profit. It seems to me that no school day in the year can be made more profitable than this if observed as it is intended to be observed.

I am pleased to be able to report that the schools, as a whole, have done good work. The miscellaneous schools in the country sections are holding the fort well. Their work is varied and great,

since they have so large a proportion of the work of educating the children of the Province to do. It has often been a surprise that more attention has not been given to foster and strengthen them by a freer distribution of the grants rather than to centre so much energy and thought upon the High Schools. These need help most. In some instances the work ranges from Grade I to Grade XI, with one or two grades sometimes omitted. One miscellaneous school, Brooklyn (C), in which the teacher was changed twice during the first half year, finally settled down to work under Mr. W. C. Stapleton, of Class B, and sent five candidates for Grade B to the examination. Four of these were successful, and one made the required aggregate, but fell below in one subject. A number of these schools send candidates to the examination. As a rule they do well. In the schools where only common school work is done more time is spent upon reading, writing, arithmetic, language, music, etc., than can be given to these when there are high school pupils. In most of these schools all the teacher's time is needed on the eight grades of the common school course. It requires more skill and tact to teach a miscellaneous school well, and overtake all the work needed to be done, than to teach in a department of a graded school. It is in such a school that experience and training count. No teacher, who is not thoroughly qualified to teach all the elementary subjects, including music, drawing, nature and object lessons, should be employed in such a school. The salary ought to be made higher than now, and the best teachers employed. Sometimes the school is very small, and for a short period. How important to secure a teacher who can do the most and best for these pupils while she has them. While in the main these schools have met my expectations, there have been some most signal failures. I have done all in my power to make the best of the efforts of a weak teacher. I think, perhaps, the best advice that anyone can give them is to give up trying to teach, and seek employment of a different kind.

The graded schools, from the advanced departments of which come most of the candidates for the Provincial Examination, have done very good work. The number of grades allotted to each teacher in the common school subjects is so much smaller than in the miscellaneous schools, that much more is expected of them, and in most cases much more is accomplished. In the advanced departments the lion's share of the time is given to preparation of candidates for examination. This condition of things will remain so long as the number of successful candidates is regarded as the standard of a teacher's success. When the idea that the High School exists to prepare candidates for the teaching profession shall have been exploded, or when the country becomes full of teachers, these schools can then turn their attention to giving a good, sound, broad culture to all the enrolled pupils in the topics calculated to fit them, to a greater degree than now, for the varied callings of life. It is often said that the High School does not exist to give more than a general culture to any of its pupils. This statement cannot be sustained while the whole bent is in the direction of an examination that leads directly into the work of teaching. It would seem only just to the other

callings that the work for a few years be changed, and a bent be given in the line of mercantile life, or agriculture, or some other calling or profession. A teacher or a merchant, or a teacher and a farmer cannot be run in the same mould. As it is now, those looking to the calling of teaching monopolize the time of the teacher, while others look on more or less as spectators.

In Berwick, Mr. L. D. Robinson, the esteemed and faithful principal for the past fifteen years, has done his usual good work. He retires for part of the next year for a much needed and well earned rest. Mr. Percy J. Shaw, B. A., who has had charge of the preparatory department, has given a course in Agriculture, for which he received the usual grant, and also aided the principal in teaching other high school subjects at stated periods each day. Mr. Shaw takes the principalship for the next year. The intermediate and primary departments still continue to do excellent work.

Mr. Ernest Robinson, the principal of Canning High School, retires, after a very successful period of service in this school, to take a course of study at Harvard University. He is going to make further preparation for the work of teaching. When he shall have completed his period of study at the University, the High School or Academy that can secure his services will be most fortunate. I write this note that he may be kept in mind and not lost to our schools.

Wolfville has had a very successful year. The town commissioners are awake to the importance of a good school, and are willing to pay to secure the best teachers and supply the school with proper equipment. During the year the primary department became too large for one teacher, and, at the beginning of the second half year, Miss Harriet M. Creed, Class B, was employed and put in charge of grade II. She also aided the principal by teaching high school subjects for a certain period each day. Miss Fannie A. Godfrey, who has taught grades III and IV for the past six years, with excellent success, resigned at the close of the term for a much needed and well earned rest, and Miss Emma Archibald, Class B, was appointed to the place. The staff is now composed of five Class B and one Class C teachers. Two of the teachers hold degrees from a university. It is the aim to have this school fully equal to any high school in the Province.

Hantsport has been fortunate in having Mr. W. S. Shields, Class A, as principal for the past year. He received the Academic grant. He has got a good grip of the school and the town. Plans are maturing for some changes in the character of the work, so that Mr. S. will only have high school work to do. For this purpose it will be necessary to put in another teacher to do preparatory work. A creditable sum has been expended for equipment during the year. The aim here, too, is to hold first rank among the schools.

The principal at Lower Canard gave a course of lessons in Agriculture, and received the usual grant. Miss Marchant, who has been two years teacher of the primary room, has done good work and been engaged for another year.

The school at Upper Canard has been successful under Miss Gertrude Stronge as principal, and Miss Healy as assistant. Miss Stronge has been engaged for another year.

Woodville has had two good Class B. teachers. Waterville has had Mr. Charles E. Reid, a thoroughly competent teacher, as principal, and Miss McIntosh has done well in the primary room.

Somerset has had as principal for the past three years Miss Emma J. Best, B. A. She has done most thorough and efficient work. She has won distinction both by her methods of teaching and her very successful management and discipline. Mrs. Minnie A. Kelly, who has taught for a long time with good success, has taught the primary room in this school for two years, with her usual success.

Mr. J. Forsythe Smith has been principal of the Hants-Border school for the past two years, and has done his work faithfully and well. He is on the road for an A license, and has already passed on ten subjects. He has arranged to attend the Normal School the incoming year. His set purpose to rise in the profession pleases me. The primary department has been in charge of Miss Daisy Reid for two years. It has increased in numbers, and her duties have been discharged well. She becomes one of the teachers of the Hantsport school for the next year.

The school at Kingsport has decreased in attendance. Miss Fannie Crowe has done well as its principal for the past two years, and Miss Elizabeth Chute succeeded admirably for her first term in the primary department. It was decided at the annual meeting to degrade the school to a miscellaneous one for the next year.

Sheffield's Mills has had a good year under the principalship of Miss Mabel E. Caldwell, M. A. Miss Caldwell has a Class A license, and on account of her superior work won the A grant last year. Her work did much to compensate for the lack of the best school accommodation and equipment, which were not quite up to the requirements for such a school. Through her influence a school entertainment was held, and the proceeds devoted to apparatus for the school. She prepared a good B class for the examination, all of whom were successful in capturing the grade sought. We regret to lose Miss Caldwell from the teaching profession. She has joined her fortunes, for life, with another teacher, and will no doubt hereafter form the chief factor in the happiness of their home. She is followed by the best wishes of the Inspector of Schools. The primary department of this school had Miss Leora Webster for its teacher for the first half year, and Miss Carrie Best for the second half year. Both did good work. Miss Webster studied with Miss Caldwell the second half year, and took a B certificate at the last examination.

Gaspereaux has two departments, and ranks among the best schools of the kind. Miss Annie Ferguson was principal and Miss Lena Benjamin primary teacher. Both possess the confidence of the section, and are re-engaged for another year.

Falmouth has been disturbed by a change of principals during the year. The attendance has increased during the past two or three years, and the school maintained a good degree of efficiency, notwithstanding the lack of interest manifested by the trustees in buildings, etc. The house is to be repaired, painted, reseated, and the premises generally looked after, before the opening of the school again.

At the Three Mile Plains, but for the lack of unanimity among the trustees, the work would have proved successful. As it was, fair work was done.

The house in Brooklyn, Hants, has undergone extensive repairs and been supplied with a hot-air furnace. The school, under Mr. Bowles, as principal, and Mr. Farquhar, as primary teacher, has done good work.

Burlington school was conducted, as for the past few years, as a graded school for the first and fourth quarters, and as a miscellaneous one for the second and third quarters. This seems to be the best the section can do for the children at present, and is allowed. The small children are kept pretty regularly at school while there are two teachers, and then many of them remain at home when there is but one teacher. While this kind of school is hard on the principal, he seems to rise to the occasion and do pretty well.

Summerville has had a good year. Miss Anna L. Bigney, as principal, has been successful in an eminent degree. She retires to attend college. Miss Winnie Caldwell, who had won a good reputation for herself in other schools, taught with her usual success as second teacher in this, her own section.

Cheverie has had for the past two years Miss Annie Hennigar as principal, and Miss Norma C. Etter as primary teacher. The Secretary of Trustees writes me, in substance: "You can recommend these teachers to any school. They have given us good satisfaction." I fully concur in his remarks. The one drawback in the primary room is the long distance the children have to come and the irregular attendance during the winter months.

Brookville has had two Class B teachers. The attendance was small in the advanced department, and very large, some of the year, in the primary. The attendance in this school has always been characterized by great irregularity. The enrollment was 107, the average 41. The pupils who did attend with anything like regularity did good work.

It is not often, as in the case of Burlington, Summerville, Cheverie and Brookville, four consecutive graded schools are found in the country.

St. Croix has a staff of two Class B teachers, Miss Mary McLellan, principal, and Miss Ethel E. Dill, second teacher. They have discharged their duties in an efficient and painstaking manner.

Noel has been noted, for years, as a first-class two-department school. It has prepared a great many for the work of teaching, for higher institutions of learning, and for the professions. The people of the village appreciate education, and are always willing to sustain a good school.

Lower Selma was fortunate in the selection of Miss Carter as principal, and Miss Logan as teacher of the second department. Both departments have made good progress.

Upper Selma school has been well managed and taught by Mr C. H. McDougall, principal, and Miss Margaret Jordan, as primary teacher. The closing up of the great industry of the place, shipbuilding, and the consequent depression on that account, has been felt very much in the school. Less money has been devoted to school purposes than formerly and the buildings and appliances allowed to get somewhat run down. However, an effort is being made to mend matters, and it is hoped that very soon this school will be placed on a firm footing and classed among the first schools of the county, as it used to be.

Maitland employs three teachers. At one time it had four. The standard of the school is pretty good. The shipbuilding of the palmy days of this town seems at an end, and it has its influence on the school. Mr. W. S. Brodie, B. A., the principal, and his staff are doing their best to maintain a good interest in the school. They have succeeded in a large degree in doing this. One room was reseated last year, another will be this year, and other repairs made to improve the premises.

Shubenacadie has had a slack year. The primary room has done pretty well, the advanced room not so well.

Kentville Academy, which began the year with the intention of having no A grade, soon found a number wanting to pursue the studies of that grade, and a class was formed. Six of this class wrote at the last examination, and took A certificates. When the amount of work to advance students from grade B to grade A is considered, this must be regarded as most creditable work for both teachers and pupils. The other grades showed a fair percentage of successful candidates at the examination. A new room is being provided for the preparatory department, the building being painted and thoroughly cleansed, the grounds are being levelled, and the whole premises put in order for next year. A library of 700 volumes has been established in connection with the Academy. It is composed of books of reference and works of standard authors for reading, and circulated under the direction of the teachers. The staff of teachers is composed of Miss Jennie W. Ross, M. A., principal; Miss Ellen McKenzie, M. A., vice-principal, and Miss Theresa Farrell, Class A, as third teacher. These three young ladies have proved themselves to be thoroughly competent teachers and well qualified to fill the important positions assigned to them. Aided as they will be by the progressive Board of School Commissioners of the town, this Academy must maintain its high rank among the Provincial Academies.

Windsor Academy has had Mr. J. S. Layton, B. A., as second teacher during the year. With an average of nearly fifty pupils doing high school work, it was found necessary to take this step to relieve the principal, who was overworked. While there is no regular A class, there is all the work that two teachers can do well. It is hoped the attendance will, in future, never require less than two teachers in the Academy. With the fine buildings described in my last report, with an addition from time to time to the library and to the scientific collection, and with a most competent staff of teachers in all the departments of the school, it is expected to lead the schools of Hants County, and maintain a first place among the best academies of the Province.

Great care is being exercised in the matter of grading the school throughout, and in this particular the school is better than ever before. There have been 145 volumes added to the library during the year. This will be greatly enlarged in the near future. Of the nine candidates going up for examination for Grade B from this academy, eight were successful, and one of these made an aggregate of 870 on 11 papers. Mr. John A. Smith, B. A., is still principal of the academy, and with all his accustomed vigor and vigilance is directing the work and doing the major part of the teaching in his tactful and telling way.

Since the passage of the law by the legislature providing for Manual Training in the schools, Wolfville has arranged with the trustees of Horton Academy for the use of their building and plant. All the pupils who desire to take manual training will be provided for in that building. The teacher, Mr. Fairn, has been engaged to give a portion of his time to these pupils. The teacher and equipment of this institution are said to be second to no other similar institution in the Maritime Provinces. It is therefore hoped that great advantage may come to the pupils through this privilege. Kentville, also, is taking steps to fall in line with this movement.

The teachers of Kings and Hants met in Canning on December 20th, 21st and 22nd last, and held a successful Institute. The teachers to the number of over one hundred attended, and contributed by written papers, lessons and addresses, excellent service for the interest and profit of the occasion. Mr. Clarke Gormley, B. A., was present by invitation and gave an instructive address on the construction and use of electrical and other apparatus. To illustrate, he exhibited apparatus of his own construction.

Mr. G. U. Hay, M. A., editor of the "Educational Review," and Rev. Thomas Trotter, D. D., President of Acadia University, were present and aided the teachers by their timely addresses during the regular sessions of the Institute, and especially by their addresses at the public meeting held on the evening of the 21st. The teachers will long remember the kindly interest manifested by these two gentlemen in their work and welfare. As it is the duty of the secretary of the Institute to furnish a full report for print in the Annual Report, it will not be necessary for me to extend these remarks.

At this meeting Mr. Percy J. Shaw, B. A., was presented with a Teacher's Diploma for teaching Agriculture, and a prize of $50 won while attending the School of Agriculture.

I have the honor to be,

Your obedient servant,

COLIN W. ROSCOE.

A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

District No. 6.—ANTIGONISH AND GUYSBORO.

J. D. Copeland, *Inspector.*

Sir,—Owing to ill health, Mr. William McIsaac was compelled to resign the Inspectorship of District No. 6 in April last. The position having been offered to me by the Council of Public Instruction for a term of six months from the first of May, I agreed to accept it. My appointment having been made late in the school term, and office work having accumulated during Mr. McIsaac's illness, very little visitation of schools could be undertaken by me.

In the County of Antigonish seventy-two school sections, with eighty-six departments, and in Guysboro County seventy-six, with ninety-one departments, had school during the year. So far as I can determine from the reports of the previous year, there have been no notable gains or losses in the number of schools, and the same may be said with regard to the other more essential matters of which statistics are usually furnished, such as the total enrolment of pupils and total days' attendance.

I am glad to be able to say that my relations with the teachers of the district have been of the most agreeable character. The returns of teachers and trustees were on the whole prepared with neatness and care, and forwarded to my office with promptness.

It may be proper for me to observe, in this brief report, that there seems to be room for additional school commissioners in the different municipalities. It was with difficulty that a quorum could be got together at two of the meetings of boards.

I find that the books in which the bounds are kept are in a very unsatisfactory condition, so much so that I take the liberty of suggesting that immediate steps be taken to have these important records placed upon a secure and permanent basis. The books, so-called, were of the cheapest and of the least enduring character. In one case a half quire of foolscap paper, and in the other separate printed leaves, interleaved with foolscap and sewn together, formed the "Section Books." In both cases they were without covers until

improvised ones were supplied by one of my predecessors, Inspector A. G. Macdonald. Time, much use, and a great many interlineations and notes made necessary by changes in boundaries, all combine to make these books pretty nearly worthless as records of the boundaries of sections. Another feature of these books that seems to need remedying is the manner in which sections are numbered—thus, 37 A, 37 B, 4, 4½, etc. It is difficult to see why this mode of numbering was ever adopted, when several of the numbers between the highest and the lowest were not assigned to sections. In many cases sections are to be found in these books which never had any existence, except territorially, for the regions covered by them are uninhabited and likely to remain so. To these, however, numbers were given which might very consistently replace such numbers as 37 A and 37 B, etc. After thirty-six years it is but reasonable that a revision of these section books should be required. As it is highly probable that the section books of all the inspectorial districts are in a somewhat similar condition, the Government should take the matter in hand by appointing commissions to prepare revisions of these books. These revised section books might, if deemed necessary, receive legislative ratification and be printed in duplicate, one copy to be deposited in a fireproof vault for safe keeping. The loss of a section book, as matters now stand, either by effacement or otherwise, might result in endless litigation.

I have the honor to be, Sir,

Your obedient servant,

J. D. COPELAND.

A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

District No. 7.—CAPE BRETON AND RICHMOND.

M. J. T. Macneil, B. A., *Inspector.*

Sir,—I beg leave to submit the following report on the educational work of District No. 7, for the school year ended July 31st, 1900.

In the County of Cape Breton there were in operation 162 schools, being the same number as the previous year. There were, however, two more sections vacant, making in all 32—the largest number since 1889, when there were 34. I have no new theory to advance as the cause of this unfortunate state of affairs. I can only attribute it in part to the apathy of trustees, and partly to their limited resources, making it impossible to offer salaries sufficiently tempting to attract teachers to sections that are, for the most part, remote, and out of the way of the busy world. Possibly the prosperous times existing in the towns and mining centres may have attracted many more than I am aware of, but I have personal knowledge of several first-class teachers who, within the year, have accepted positions with one or other of the great corporations now operating in this booming County by reason

of the greater inducements, pecuniary and possibly otherwise, offered them. That the teaching profession continues to be the most poorly paid of almost any calling, scarcely excepting menial service and "hard labor," is not only disheartening to those engaged in it, but augurs badly for the future of our schools, unless some means can be found of providing and regulating something like adequate salaries.

In five of the vacant sections, viz., Hill's Road, Big Pond, Enon, Big Glen, and Eskasoni, the old school houses had been torn down in order to utilize their material in the erection of new ones which were in course of construction. These sections which, therefore, had no houses in which to hold school, will be expected to be in operation the year now current. In 13 other sections at least, viz., *Caribou Marsh, Morley's Road, Forest, North Shore, Belfry, Caledonia, Rear of Beaver's Cove, Rear of Eskasoni, Black Brook, Big Brook, Eskasoni Islands, Baleine,* and *Albert Bridge,* the school buildings are either in ruins, or are so delapidated as to be totally unfit for use. New ones may be erected in a few of these in a short time, or at any time, but for the majority of them the prospects of providing suitable accommodation in the near future are by no means bright or encouraging.

By the division and annexation of River Tier section, No. 53, to the adjoining sections of Macdougall (St. Peter's) and River Bourgeois, the number of sections in Richmond County was reduced from 72 to 71. Of these only four remained vacant the whole year, as compared with 10 the previous year, and one of the four, Black River, has no school house, and shows no signs of reorganizing. There were 79 schools in the 67 sections in operation.

The teachers employed in both Counties, classified as to sex and qualification, were as follows:

Cape Breton County.

Male.				Female.				Total.		
A.	B.	C.	D.	A.	B.	C.	D.	M.	F.	Total.
6	13	12	24	..	11	43	53	55	107	162

Richmond County.

1	3	15	22	..	2	8	28	41	38	79

The number of teachers holding Normal School diplomas increased in Cape Breton County from 43 to 49, and in Richmond from 16 to 18.

It will appear from the following table that in the County of Cape Breton, with the same number of schools in operation, there was a considerable increase in the number of pupils enrolled, while the total attendance was smaller than the previous year. The County of Richmond shows a satisfactory increase in all the items:

ATTENDANCE OF PUPILS.

Cape Breton County.

	Under 5 years.	5 to 15.	Over 15.	Total Annual Enrolment.	Total days' attendance for year.	Average of Quarterly percentages of attendance.
1900.....	122	7379	453	7954	801,753	62.8
1899.....	111	7040	481	7632	847,376	64.75
Increase..	11	339	.....	322	.....	.....
Decrease..	.....	.....	8	.....	45,623	1.95

Richmond County.

1900.....	65	2942	187	3194	323,434	61
1899.....	81	2746	166	2993	304,511	61
Increase..	.....	196	21	201	18,923	.....
Decrease..	16	.....	.....	.....	.....	.....

The large increase in the amounts voted for general school purposes, but particularly for "Building and Repairs" in the County of Cape Breton, is accounted for by the necessity that has arisen for largely increased and improved accommodation in the towns, so that the development in this regard during the year now current will probably mark the close of the old and the beginning of the new centuries as an epoch in the matter of school building. The figures for the County of Richmond also show an increase which, though not large, would still be sufficiently gratifying were it to continue from year to year.

CAPE BRETON COUNTY.

	Amount voted for all school purposes.	Portion for Building and Repairs.	Amount of Salaries paid by Sections.
1900.....	$57,302 00	$33,265 00	$27,606 00
1899.....	30,203 00	4,240 00	25,939 00
Increase.....	$27,099 00	$29,025 00	$ 1,667 00

RICHMOND COUNTY.

1900.....	$8,754 66	$1,891 20	$8,135 52
1899.....	7,650 00	1,300 50	7,464 00
Increase.....	$1,104 66	$ 590 70	$ 671 52

The Cape Breton County Academy, better known as "Sydney Academy," is maintaining its good record under Mr. Frank I. Stewart, as Principal, and Mr. D. S. McIntosh as Vice, with their excellent auxiliary staff. The number of students enrolled the past year was 70, classified as follows: Grade IX, 37; X, 23, and XI, 10; with a daily average attendance of 43.3,—the average of quarterly percentages being 82.3. The fact may, on first thought, appear strange that the above figures show a decrease from the enrolment of the previous year, but it it easily accounted for. The present effects of the great boom in the "Iron City" upon its schools, especially those of the higher grades, during the transition stage of its industrial affairs, are, for obvious reasons, more injurious than beneficial. The many and great opportunities of securing employment of different kinds have allured away many young people who otherwise should have remained at school. This drain has not yet been counteracted by the influx of population, which, so far, has been largely of the laboring classes. Until the newcomers get settled down to permanent conditions the School Board could scarcely be expected to foresee the extent of the accommodation likely to be required, or to be prepared even to locate the several buildings likely to be needed. Temporary makeshifts did not enter into their calculations, so that when the new school buildings of Sydney are erected, they will be permanent ones of up to date type, in keeping with the requirements of a modern city. The plans and specifications already prepared and adopted for the new Academy building are a guarantee of the Board's intentions in this regard.

The schools of Low Point were further reduced from *three* to *two* departments, in consequence of the depletion continuously going on since the closing of the Victoria Mines. Those of Glace Bay were increased from 12 to 13; and at Sydney Mines three new departments were opened and placed under the management of the Sisters of the Congregation of Notre Dame, in a good and convenient new building provided for the purpose. The number of schools was thus raised to 13. Two of the old school houses were abandoned in the course of the year, and the departments lodged in a new house, somewhat more centrally and healthily located. Of the remaining schools, some were found very poorly, and none of them too well housed, while the premises were in anything but satisfactory condition. The Board, however, promised to take early measures to deal with the whole subject so as to place their schools on a footing worthy of so important and thriving a town.

One other completes the list of new school houses occupied during the year in Cape Breton County. This was found at George's River in the shape of a good-sized building, apparently well built on a solid masonry foundation, but unfinished interiorly. This house, unfortunately, was located without regard to the law requiring the sanction of the inspector as to sites, or of the regulation of the Council of Public Instruction "F" (1), and was placed within 20 feet of a public highway; while in the planning the windows were so arranged as to exclude the sunshine from the school room nearly all day—another result of the lack of official plans.

By the acquisition of territory east and west, already referred to in this and in a previous report, and the acquisition of school-going children in consequence, "Macdougall" section, formerly comprising little more than the village of St. Peter's, has been enabled to qualify for the Richmond County Academy grant, which had been forfeited some years ago by the Arichat institution for lack of high school students. A new building with two good-sized rooms, neatly finished interiorly, and attached to the old school house, was ready to receive the Academy students and the pupils of the preparatory department at the commencement of the term. The third, or primary department, is lodged in the old quarters, leaving a fourth room in reserve for possible future wants and for present use as a hall. The High School is furnished with elegant desks, and the equipment in the way of common and scientific apparatus is all that could be expected, considering the large expenditure in building.

This new Academy is under the Principalship of Mr. Howard D. Urquhart, of St. Peter's, whose record for the past years as a teacher gives promise of a very successful career in his chosen profession. The number of students enrolled was: Grade IX, 16; X, 7, and XI, 4; total, 27, making an average daily attendance of 20.6, and an average of quarterly percentages of 86.2. The number of candidates sent up to the Provincial High School examination was 13,—5 for grade IX, 4 for X, and 4 for XI, of whom, I believe, a good percentage passed successfully.

A neat and convenient little school building, beautifully situated, at Salmon River, is, besides the one just described above, the only other addition to the new school houses of Richmond County during the year. Several others in course of construction will be ready for occupation either at the commencement or in the course of the current term, and will receive attention in a future report.

The total number of students taking the High School Course in the two counties, as compared with the previous year, was as follows:

Cape Breton ...	1900,	Grade IX,	296;	X, 81;	XI, 34.	Total, 411.
	1899,	" "	305;	" 87;	" 20.	" 412.
Richmond ...	1900,	" "	100;	" 20;	" 10.	" 130.
	1899,	" "	79;	" 34;	" 7.	" 120.

Last year a goodly number of teachers in both Counties reported the proceedings of Arbor and Empire days, and I must say that some of these reports were of a rather interesting character. Whether or not the fact that I omitted, through an oversight, to summarize and report these proceedings in my annual report to the department, as recommended by the *Journal of Education*, had the effect of discouraging the teachers by creating the impression that their efforts in this direction were not appreciated, I know not; but I regret to state that this year I received only two such reports, one from each County. Mr. Lawrence D. Bates, of West Louisburg, reported on the celebration of "Empire Day, consisting of "Instructions on the

Development of the British Constitution and of the Empire," and touching on Britain's present war, and the part Canada was taking in the defence of the Empire. The other was from Mr. Charles C. Fougere, of Poirierville, on the proceedings of Arbor Day, consisting of the decoration and ornamentation of the school grounds, the planting of trees, etc. I have personal knowledge of several other schools where either "Empire" or "Arbor" day was celebrated, though I failed to take a record of them when inspecting the schools—the time of an inspectorial visit being so taken up by subjects that, after all, overshadow these, that one is apt to forget or overlook them—but it is to be regretted that these days are not more generally observed. I shall not do more than refer to the sentiments of patriotism that the exercises of the former are calculated to inspire and foster in the hearts of our children, but I do wish to point out to teachers how much could be accomplished, in course of time, by the repeated observance, from year to year, of Arbor Day, though ever so little were done each time. The decoration and embellishment of the school grounds and premises are improvements which are, in the great majority of rural sections, to be secured in no other way. Teachers have no need of being reminded how difficult it is to secure more essential improvements and indispensable appliances through the ordinary and proper channel. And here, let me remark, that in this regard teachers are not persistent enough in pressing upon the trustees for the proper and necessary equipment of their schools. One of the greatest difficulties inspectors have to encounter is to induce (to *force* should be the word) trustees to furnish their schools with what the regulations lay down as *the minimum* of equipment and apparatus; and one of the reasons is that teachers too easily conform themselves to the conditions existing when they take charge of schools. Many sections run the risk of forfeiting the public grants by reason of their failure to comply with the law in this regard, and teachers should remember that they themselves participate in this risk. Thus, they have a personal interest in the matter, and it is clearly their duty, besides, to be persistent, in season and out of season, in pointing out to the school authorities what the law requires, and to insist that it be complied with as nearly as circumstances will permit, otherwise they may be called upon to share the consequences of being a party to the conducting of an illegal school. If teachers insisted more upon what is really *their right* in these matters, we would have better equipped schools, and more decently kept buildings and premises. It may be said that these things come rather under the purview of the inspector. Perhaps so; but here is how it generally works in practice: the inspector takes occasion to point out to the trustees the lack of equipment and the disadvantages under which the teacher has to do work. The answer often comes: "Well, the teacher never informed us that such things were really required." They are given due notice that unless such things are provided against the next visit, they are liable and likely to be deprived of the public grants. Things are allowed to drift on as they are. In course of time, the inspector comes again and finds in charge a *new teacher* to all appearance satisfied with everything around him. The enforcement of the threat

would be a punishment that would in all probability fall altogether upon the shoulders of the poor teacher. And thus the thing goes on!

I have the honor to be, sir,

Your obedient servant,

M. J. T. MACNEIL.

A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

District No. 8.—INVERNESS AND VICTORIA.

John McKinnon, *Inspector.*

Sir,—I have the honor to submit the following report for District No. 8, for the year ended 31st July, 1900.

One new Section, "Rocky Side," No. 10½, has been added during the year to the 160 organized sections in Inverness County. No school building has yet been erected in this section.

There were 139 schools, with 153 departments, in operation in Inverness during the year, and 21 sections were vacant, through causes stated in detail in my special report on that subject.

The majority of the children of school-going age in these sections were, however, able to attend school in the adjoining sections for at least a part of the year.

There were 64 schools, with 69 departments, in operation in Victoria County during the year. Eight sections were vacant, for causes stated in my special report of which, three are in Cape North District.

The following statistics relating to teachers, attendance of pupils, etc., may be of interest:

TEACHERS EMPLOYED.

	Male.				Female.				Totals.		
	A.	B.	C.	D.	A.	B.	C.	D.	M.	F.	Total.
Inverness....	2	13	20	43	..	1	14	60	78	75	153
Victoria.....	1	3	6	23	..	6	5	25	33	36	69

ATTENDANCE, ETC.

Inverness County.

	No. of Schools. (Departments.)	Pupils.	Aggregate Attendance.
1899	150	5516	527894
1900	153	5341	508361
Increase	3	.....	.....
Decrease	.....	175	19532

Victoria County.

	No. of Schools.	Pupils.	Attendance.
1899	70	2177	221812
1900	69	2311	216296
Increase	.....	134	.....
Decrease	1	.....	5316

The decrease in the enrolment of pupils, and in the aggregate attendance in Inverness County, was caused by the incident of railway construction being in progress on the western side of the County, traversing some thirty to forty sections, and resulting in many of the boy-pupils being kept home to assist parents on the farm, and at the public works.

The decrease in the aggregate attendance in Victoria County was owing to a diphtheria scare in the first half year, causing a number of sections in the southern end of the County to close their schools for a period ranging from one to four weeks.

Progress is being made in improving school buildings and providing equipment in a goodly number of sections, and I anticipate that several schoolhouses condemned at recent meetings of the school boards in both Counties, will, in the near future, be replaced by new and more commodious buildings. Yet in the larger number of miscellaneous schools the appliances for the effective teaching of the different subjects of the course are very meagre, if not altogether wanting.

I think this might be remedied to a very large extent by defining, by "Regulation," the minimum quantity of equipment requisite for such a school, and in default of the trustees' providing it, giving the teacher power to purchase it (subject to the approval of the Inspector) the cost to be a charge upon the County grant of the section.

New school buildings have been erected in Victoria County in "Dingwall," "Cape Dauphin," and "Peter's Brook" Sections.

"North Ainslie," in Inverness County, has put up a new building to replace that destroyed by fire last year.

There is nothing special to record in regard to the work done during the year.

The graded school at Mabou has been reduced from four departments to three. A fifth department was added in the Academy at Baddeck, greatly increasing its efficiency.

A large number of miscellaneous schools are attempting high school work, and with doubtful advantage to all concerned,—the time of the teacher being limited, and in most cases the requisite apparatus being wanting.

The instruction given in the majority of schools in "Music" and "Drawing" is very inferior, and until teachers become more efficient in these subjects themselves, no material improvement need be anticipated.

The evil of small sections is so obvious, and has so often been referred to, that it need not be enlarged upon here. It is to be hoped that some effective remedy will be provided for this crying evil without much further delay.

The statistical tables already submitted, furnish detailed information respecting the school work for the year now expired.

I have the honor to be,

Your obedient servant,

J. McKINNON.

A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

District No. 9.—PICTOU AND SOUTH COLCHESTER.

E. L. Armstrong, *Inspector.*

Sir,—An official connection of five months as Inspector of Schools in Pictou and South Colchester is inadequate to furnish the information necessary to constitute a satisfactory and complete report on the condition of education in this district.

Owing to the exacting nature of the duties of the office since May 1st, and the occurrence of the summer vacation, I have been able to visit only a few of the schools to this date.

The statistical tables, and the abstract therefrom, have already been forwarded to the Education Office. From these statistics I desire to present a few facts which will serve to indicate, to a degree, the educational work of the past term.

There have been in operation 264 schools—179 in Pictou County, and 85 in South Colchester. Every section in both North Pictou and South Colchester had school during a part, at least, of the term, while in South Pictou 5 sections were without school during any part of the year. One of these sections—Ardness—in which no school has been held for years, is now erecting a school building, and will likely have a school in operation during the latter half of the present school year.

During the past year there have been employed 287 teachers, classified thus:

Grade A teachers—Male,	15;	Female,	1
" B " — "	14;	"	33
" C " — "	22;	"	89
" D " — "	13;	"	100
Totals of all grades, "	64	"	223

The number of teachers holding Normal School Diplomas was 115, which, for Pictou County (I have not the figures for South Colchester) is a gain of 4 over last year.

Average salary of teachers—A, male,	$794.00;	female,	$289.00
" " —B, "	525.43;	"	301.25
" " —C, "	296.24;	"	287.94
" " —D, "	163.59;	"	158.21

The total number of pupils registered at school was 10,152, and the grand total of days' attendance made by these pupils was 1,205,574.

No. of Boys	5,208
" Girls	4,944

On the whole, the past year has been an encouraging one. You will be gratified to know that, after years of strife and contention, Rocky Mountain Section, in South Pictou, has voted money to erect a school house, and it is hoped that the section will possess, next year, a comfortable school building, and settle down to quiet and educational prosperity unknown for years past.

Trenton, whose 204 pupils were crowded into two school rooms, and a dark and uncomfortable hall, is about to begin the erection of a new building to centain two school rooms, and these, with the two already occupied, will give sufficient accommodation for some time to come.

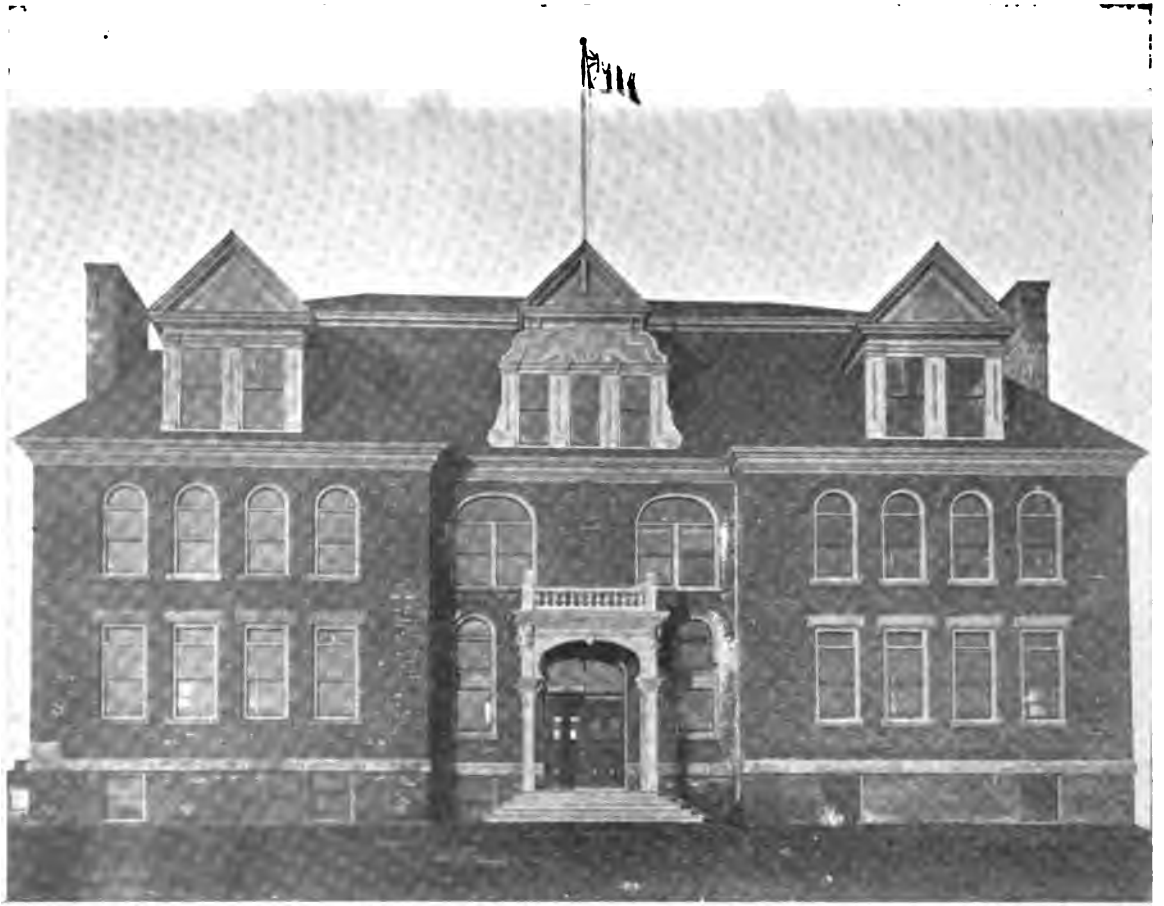
The town of Westville has completed a fine brick building containing eight rooms, up-to-date, and well appointed. It was opened on May 24th with appropriate exercises. It is conveniently situated, and is in every way a credit to the energy and enterprise of the citizens of the town. Its erection must result in greatly stimulating the cause of education in this mining centre.

Last year, 1899, at the annual meeting of the Board of School Commissioners for North Pictou, the school houses of Bigney and Welsford sections were condemned, and at the same time a union of the two sections was strongly recommended. These sections lie on either side of the River John, and are so situated that the distance from their extremities to a central school would be but little in excess of the distances travelled at present. I am sorry to state, however, that notwithstanding the obvious advantages to be derived from such a step, the feeling in both these sections is strongly adverse to a union just now. Recognizing the existence of this feeling on the part of the rate-payers of these localities, the Board, at its meeting in May last, permitted both sections to put such repairs on their school buildings as would render them comfortable at present, and it is hoped that in the near future they may change their attitude on this question, and agree to unite and form one strong section, supporting a graded school.

Arbor Day was very generally observed, especially throughout the rural sections of the district; and some encouraging reports with reference to the manner in which it was observed were received. Talks on the benefits to be derived from the proper observance of the day, a general cleaning up of school grounds and buildings, planting of trees and shrubs, setting of hedges, and laying out beds for flowers, were among the exercises mentioned in the reports. Already the improved appearance of the grounds of many of our schools gives evidence that the observance of this day is not a useless waste of time.

Not less general was the observance of Empire Day. Lessons on the geography and history of the British Empire were given, and these were interspersed with patriotic songs, recitations and flag drawing. In one instance the programme of the afternoon was repeated in the evening, in order that the parents and friends of the children might have an opportunity of participating in the exercises.

It is painfully apparent that "Nature study" in many schools is yet barely touched, or entirely neglected. Some teachers gave only 10, 5 and even 4 minutes per week to Nature lessons, while in the case of 12 schools the returns indicate that no attempt whatever was made to give instruction in this very important subject of school room work. In nearly every case the teachers who thus wholly or partially neglect oral lessons on Nature are those who, not having attended the Normal School, are ignorant of the method of conducting an oral lesson and have not material at hand for the preparation of such



PUBLIC SCHOOL BUILDING, WESTVILLE, N. S., 1900.

lessons. It is here that the utility of the "Local Nature Observations" becomes apparent. The teacher of average ability and ambition, by a little research can readily find material enough in following these "Observations" to interest and instruct a school for many minutes a week during the whole term.

In conclusion, permit me to draw your attention to a practice which is weakening some of our country schools and doing much harm. I refer to the practice of sending children to schools outside the section in which they reside. Several such cases have already come under my notice, and in one section in the district of North Pictou, the drain upon the school by this practice was such that only two pupils in the section attended the *home* school. As a consequence the teacher, becoming discouraged and disheartened, resigned her position and retired. That section is, this term, without a school, because the children who ought to attend are permitted to go to the schools of adjacent sections. Owing to my appointment at a late date in the term, I have been unable to give to this matter the attention which its importance demands; but it is my intention, during the present term, to inquire into the whole subject, and apply, as far as possible, the restrictions which the law provides.

I have the honor to be,

Your obedient servant,

E. L. ARMSTRONG.

A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

District No. 10.—CUMBERLAND AND NORTH COLCHESTER.

Inglis C. Craig, A. M., *Inspector.*

Sir,—I have the honor herewith to transmit the statistical report of the schools in my inspectorate for the school year 1899-1900. In doing so, I wish to say that I have endeavoured to carry out the directions of the Education Office as far as it was possible. The improvements in school buildings, which I have mentioned in former reports, still go on, and it pleases me to say that during the past year four new houses have been erected, and many renovated and refurnished. The accompanying photograph* of Little Bass River schoolroom will give you a fair knowledge how the average school is maintained in this district. I say average, for there are scores of sections which have newer and better houses. Its special merit is the clean and tidy way in which everything about it is kept. Nature has done much to make this place ideal for school premises. The clumps of evergreens serve as a break against the north winds, and also beautify the surroundings.

* Reproduced and published in *Journal of Education*, October, 1900.

During the year I have been able to visit every section in the district, and many the second time. I found no schools in session at South Wallace, Lower River Hebert, Westchester Lake, Rushton's, Greenville Station, Salt Springs Station, New Prospect, Beaver Meadows, and Kavanagh's Mills.

In South Wallace the children go to school in the neighboring section—Richmond.

In Lower River Hebert they attend the graded school at River Hebert Village. There are no privations in these two sections.

Much to my disappointment, the school was not reorganized at Westchester Lake. The ratepayers having children to send to school are out-voted at school meetings by a majority having none, and consequently ten or twelve children are deprived of school privileges. Such cases as these should be anticipated by the school law, and power given to the Board of Commissioners and Inspector to maintain schools in such sections at the people's expense.

At Rushton's there has been no school, as the section was too poor to build and maintain a school the same year. To their credit, the ratepayers of this place have built a very neat and commodious school room. Moreover, the work was voluntarily begun. A small grant will be given this section to help furnish.

The school at Greenvale Station has been reorganized, and is in session the current school year. Fortunately for this community, it was able to avail itself of the use of a comfortable hall in the central part of the section. The schoolroom was burned six years ago.

At Salt Springs Section, school will be in session during the current school year.

Last year the school room at New Prospect was condemned, and as no effort was put forth by ratepayers at once to rebuild or repair, this section went without a school. At the last annual meeting in June a liberal sum was voted by the section to repair, and a school is now established there.

At Beaver Meadow, school is supported every alternate year. This seems to be all the section can afford.

At Kavanagh's Mills there is no need of a school, as there are no children to attend.

In June 1899, the school building in Pugwash was condemned by the District Board of Commissioners—condemnation to go into effect August 1st, 1901. Their recommendation to section was to build anew, but this failing to receive the support of ratepayers, very thorough and extensive reconstruction was required. The improvements required are so radical, that it really meant the creation of a new house out of an old one.

Which course should be pursued, has been the subject of many acrimonious debates in school meetings. Those having children to attend mainly represent one party; those having none, or whose children have no longer need of a school, represent the other. I sincerely hope, for the educational interests of this beautiful town, that the citizens will eventually agree to erect a building entirely new upon the grounds which a committee of the Board has selected. It would be a serious blunder to limit the school precincts to those small bounds now occupied, when they could be extended by the purchase of an adjacent lot not yet encumbered with any building.

There has been an agitation in West Colchester the past year for the establishment of an examination station in this district. Candidates now attend Parrsboro and Truro, chiefly the latter. During my last inspectorial visit, I made a thorough canvass of the district, and found at least fifty candidates who elect to go to Great Village, a central part of the district, if a station be made there. These fifty candidates would require the services of an assistant deputy examiner at Truro. It would be but little more expense to have a deputy at Great Village, where ample accommodation can be secured. The extra expense to the Province would be trifling, and would save much to this part of Colchester County.

To me there seems an imperative need of a severer test being given to those who aspire to be teachers. No person should be granted a license to teach who has not made a pass of 50 as a minimum on High School subjects. School rooms are being occupied by callow, inexperienced boys and girls, who are driving the stronger and better teacher out of sight. The supply is so far in excess of the demand that there has been a heavy cut on salaries. The outlook for next year is very discouraging in this respect, notwithstanding the easier financial circumstances in which the rural schools find themselves. Forty per cent of the teachers in this district held D licenses this year. Next year the percentage will be greater. Pardon me in repeating my report of last year to this extent, that there is no room in these Counties for a provisional 'D' license.

Reports of Phenological Obervations have been sent forward to your office. I regret that I have not one from every section. Notwithstanding the great care used in having these blank reports and other papers delivered in each section, every year there comes the old cry—"Where is the new register?" "Where are the returns, etc.?" Too often such papers are stored away in a careless way in the secretary's home. Some teachers, too, do not put a proper estimate on the worth of such papers. I cannot trust a teacher as a custodian of such records, who will make her predecessor's register a scribbling book, and her own register the receptacle of *smart* titles for visiting friends.

The reports for Arbor and Empire Days were more numerous and much fuller than usual. Teachers needed no spur this year to give

patriotism its place in the school course. Current events gave a tremendous impetus to such a study, and it was a dull boy or girl, however small, who knew nothing of his or her country's reverses and successes.

The Teachers' Institute, reported elsewhere in this volume, was held in Oxford, just before the Christmas holidays. The attendance, two hundred, was unprecedented in the history of Institutes in this Province. The issue warranted the time and energy expended by the executive, and those directly in charge of the programme of this body. The next will be held at the usual date before Christmas, in Great Village. This place is far out of the centre of the entire district, yet it is due the teachers of West Colchester to make a sacrifice in their interests.

I wish to express my gratitude to the Society for the Prevention of Cruelty to Animals, for the very efficient way in which it has undertaken to educate our boys in the protection of our native birds. "Why should our birds be protected," has suggested to many young teachers their first nature lesson.

I have the honor to be, sir,

Your obedient servant,

INGLIS C. CRAIG.

A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

APPENDIX C.

REPORT OF THE BOARD OF SCHOOL COMMISSIONERS

OF THE

CITY OF HALIFAX.

YEAR ENDED - - - JULY 31st, 1900.

(I.)

CHAIRMAN'S REPORT.

HALIFAX, October 25th, 1900.

To A. H. MACKAY, ESQ.,
Superintendent of Education, Province of Nova Scotia.

SIR,—On behalf of the Board of School Commissioners for the City of Halifax, I have the honor to submit for the information of the Council of Public Instruction, the annual report of the Supervisor of Schools, and the report of the finances of the Board made by the Secretary to April 30th, 1900.

In doing this it gives me great pleasure to express my appreciation of the faithfulness of both these gentlemen in the discharge of their duties. In Supervisor McKay the Commissioners of Public Schools for the City of Halifax have an officer who possesses, in a rare degree, the tact which is essential to a proper discharge of the duties of the position; while Mr. R. J. Wilson, in performance of the many and varied duties which devolve on him, may be considered a model Secretary.

The members of the Board realize very fully that the expenditure for the maintenance of the schools is closely scrutinized by the rate-payers of the city, and have used their best efforts to make the expenses as low as possible without impairing the efficiency of the work. The expenditure for the year ended April 30th, 1900, was $108,819.62, which was less than the estimates by $4,800.38. The outlay for this year was exceptionally large, chiefly because the premiums for fire insurance on school buildings and furniture,

amounting to $2,300.00, fell due during the year. As this is an item which is payable every third year, but is for service rendered in each year, the Board has decided to set aside $800.00 each year for insurance premiums, so that in future there will be no difference in this item from year to year.

I am pleased to note that in deference to the wishes of many of the parents of the pupils and others interested in the Halifax Academy, the course of study has been modified to some extent, and now a student may pass in any of the grades by taking any eight subjects of the curriculum, the selection of which, however, must be approved by the parents of the pupils, or the teachers, or the Board of Commissioners.

In order to still further increase the efficiency of the Academy and relieve some of the classes from pressure through overcrowding, the teaching staff has been increased by the appointment of Mr. J. B. McCarthy as a teacher of science. The Board considered this step absolutely necessary, as the numbers under the charge of each teacher were much greater than the numbers per teacher in any other Academy in the Province.

In the departments of domestic science and manual training, the Act passed at the last session of the Legislature has enabled the Board to increase the efficiency of both these branches of education. In order to meet the requirements of the law, a laundry department has been added to the School of Cookery, and Miss Bell, whose painstaking and efficient work is beyond praise, has been provided with an assistant.

I am pleased to report that interest in the subject of domestic science has increased, and it is to be hoped that within the near future the Board may be able to provide for this very practical and important branch of education, premises better suited to the work.

While the above mentioned changes in the Academy and the School of Domestic Science will add to the expenditure, this will be fully met by additions to the grant made by the Government, which amount to $1,270.00, so that there will be increased efficiency without additional outlay.

The school buildings have received the attention of the Board, and are in a condition of thorough repair. In the Academy the roof, which had stood for 22 years, has been renewed, and in this and other repairs the Board has spent about $900.00 on this building.

During the year the Mother Superior of the Convent of the Sacred Heart approached the Board, requesting them to enter into a new lease of the building on Summer street at present occupied by the Board, she undertaking to remove and enlarge the building and instal a system of heating. Negotiations to this end were carried on, but were abandoned when it was found that it was not competent

for the lessors to use or let the property on which it was proposed to put the enlarged building for any purpose except that of their own order.

There is one department in this school that is in need of better accommodation, and it is hoped that the Board may be able to provide this in the near future.

The celebration of Empire Day was carried out with more than usual enthusiasm, because that in nearly every school there were either teachers or scholars who had friends or relatives in South Africa in the service of Queen and Country. I would cordially endorse the suggestion made in the report of last year, that the public exercises of Empire Day and Arbor Day be amalgamated, so that the regular work will be interrupted only once instead of twice. In order to enable the schools to celebrate these days becomingly, the Board has provided each school with a flagstaff and flag when needed.

The new law relating to the responsibility of parents for the absence or irregular attendance of pupils was put in operation with most satisfactory results. Forms were printed on which notices were sent to the parents of absentees, and once in each month those parents who persisted in keeping their children from school without reasonable excuse were cited to appear before the executive of the Board, when the law was explained to them. To show the beneficial effect of this course, it is only necessary to state that out of one hundred and seventy-three parents who received notices, only eleven were requested to appear before the committee, the others having either promptly complied with the law or furnished the Board with satisfactory reasons for the non-attendance of their children.

The regular monthly examinations of the schools have been sustained during the year, and have been of twofold benefit, acting as a stimulus to the various departments, and giving the Commissioners an insight into the practical working of the schools which they could not otherwise obtain. It gives me great pleasure to report that the work of the teachers shows continued interest and efficiency.

Respectfully submitted,

A. M. BELL,

Chairman.

(II.)

SUPERVISOR'S REPORT.

To the Chairman and Members of the Board of School Commissioners for the City of Halifax:

GENTLEMEN,—I have the honor to submit, as required by law, for your consideration, an abstract of the statistical information contained in the City Teachers' School Returns for the year ended July 31st, 1900, also such other information regarding our schools and regarding the trend of educational progress elsewhere, and such suggestions as may be of use in the management of our schools in the future.

The entire system comprises 149 departments, as may be seen from the following conspectus:

Class.	No. of Depts.	No. and Grade of Teachers.
Academy.....	5	4 Academic. 1 First-class. 2 Unlicensed assistants—specialists in Modern Languages and Drawing.
High School.....	3	1 Academic. 2 First-class.
Common Schools...	134	5 Academic.* 47 First-class. 77 Second-class. 5 Third-class.
Kindergarten.	1	1 Second-class.
Reformatories.	2	1 Second-class. Industrial School. 1 Third-class. St. Patrick's Home.
Manual.....	2	1 Second-class, and a specialist in Manual Training. 1 A specialist in Domestic Science. Diploma from South Kensington, Eng.
Evening.....	2	2 First-class. Teachers from the Day Schools.

* One of these departments, viz., St. Patrick's Boy's School, has a class in Grade IX. (High School Work).

We have, therefore, 8 departments engaged in high school work and 134 in common school work, 1 kindergarten, 2 manual training schools, 2 schools for delinquents, and 2 evening schools, in all 149 departments and 148 teachers, of whom 3 are unlicensed specialists.

			1899.	1900.	Incr'se.	Decr'se.
Common Schools.	Male Teachers.	A. (Academic)	3	4	1	....
		B. (First-class)	7	6	....	1
		C. (Second-class)	1	1	....	....
		D. (Third-class)	2	1	....	1
	Female Teachers.	A. (Academic)	2	2	....	....
		B. (First-class)	41	43	2	....
		C. (Second class)	82	78	.....	4
		D. (Third-class)	3	5	2	.....
	Totals.	Male	13	12	.....	1
		Female	128	128	....	....
		No. of Departments	141	140	.....	1
	Having Normal School Diploma		54	57	3	....
	Without Normal School Diploma		87	83	.....	4
	No. of Teaching Days		204	204	....	....
	No. of Pupils enrolled		7608	7655	47	....
	No. over 15 years of age		366	428	62	....
	No. under 15 years of age		7242	7227	....	15
	No. of Boys		3805	3848	43	....
	No. of Girls		3803	3807	4	.....
	Grand Total Days' Attendance		1037188	1033172	....	4016
	Average present daily		5306	5171	....	135
	Percentage of attendance		69	67	.....	2
	No. of Pupils daily present with each teacher on an average		37	36	.....	1
	Cost per pupil		$12 96	$12 90	.....	$ 06
Secondary School.	County Academy, Grade D, 122; C, 115; B, 96, Total		.....	333	.....	....
	" " Grade D, 135; C, 134; B, 79, Total		348	.....	....	15
	High Schools, Grade D, 74; C, 15; B, 17, Total		.....	106	.....	....
	" " Grade D, 62; C, 30; B, 6, Total		98	.....	8	....
	Percentage of pupils in High School studies		5.6	5.5	.....	.1
	Academy—cost per pupil		$32 87	$30 58	....	$2 29

It will be noticed that the number of pupils enrolled in the Common Schools is only 47 greater than in 1899. In the Academy there has been a decrease of 15. Net increase 32; not enough to form one new department. The number of teachers has been reduced by one, a department in Albro Street School having been closed.

Changes in the Teaching Staff.

Resignations:—

Miss J. A. McCurdy,	Grade	C	from	10th	dept.	Alexandra School.
Sr. Gualbert,	"	C	"	10th	"	St. Patrick's Girls' Sch.
Miss A. J. Mitchell,	"	C	"	1st	"	Beech St. School.
Mme. H. E. Murphy,	"	B	"	2nd	"	Summer Street School.
Sr. Eusebia,	"	C	"	7th	"	St. Mary's Girls' School.
Sr. Eugenie,	"	C	"	10th	"	St. Mary's Girls' School.
Michael Shine,	"	B	"	2nd	"	St. Mary's Boys' School.

Appointments :—

Miss Susan A. Sims,	Grade	B	Norm. Sch.	to	11th	dept.	Alexandra School.
Miss Annie Whalen,	"	B	"	"	3rd	"	Beech St. "
Miss B. H. Lyall,	"	C	"	"	5th	"	Bloomfield St. "
Miss A. B. Rankine,	"	C	"	"	10th	"	Compton Av. "
Mrs. E. P. Etter,	"	C	"				Africville "
Miss J. B Campbell, B.A.	"	D		"	2nd	"	LeMarchant St "
Sr. Rita,	"	C	"	"	6th	"	St. Patk's Girls' "
Miss A. A. Travis,	"	C			3rd	"	Acadian "
Mme. M. J. Murphy,	"	C		"	2nd	"	Summer St. "
Sr. Gualbert,	"	C		"	7th	"	St. Mary's Girls' "
Sr. Electa,	"	B	"	"	10th	"	" " "

Transferred :—

Mr. Geo. Ross, from 1st dept. Beech St. Sch. to 1st dept. Acadian Sch.
Miss A. J. Mitchell, from 1st " Acadian " " 1st " Beech St. "
Miss E. R. McCurdy, from 2nd dept. LeMarchant St. Sch. to 10th dept. Alexandra School.
Miss F. Grierson, from 3rd dept. Acadian Sch. to 9th dept. Albro St. Sch.
Miss I. M. Bowden, from 4th dept. Albro St. Sch. to 1st dept. Beech St. "

Temporary Teachers :—

Miss I. W. Clark,	Grade	C	Normal Sch.	to	10th	dept.	Compton Av. Sch.
Miss F. A. O'Donnell,	"	C		"	5th	"	Richmond St. "
Miss M. Kennedy,	"	C		"	5th	"	LeMarchant St. "
Miss Ethel Boreham,	"	B	"	"	8th	"	Morris St. "
Sr. Joseph,	"	C	"	"	7th	"	Young St. "

Leave of Absence :—

Miss A. B. Rankine, 1 year to attend Normal School.
Miss M. Moody, 1 year to study for Grade A, & A B.
Mme. Murphy, 3 mos. illness.
Miss I. M. Creighton, 3 mos. illness.
Miss S. W. Shields, 3 mos. illness.
Miss M. A. Johns, 3 mos. illness.
Miss I. M. Wiswell, 7 mos. illness.
Miss G. M. Hart, 3 mos. illness.
Miss A. M. Haverstock, 3 mos. illness.

The number of teachers having a professional training is gradually increasing. In the engagement of teachers, the possession of a Normal School diploma counts for something.

It will be noted that of those who retired only one had a Normal School training, whereas of the eleven teachers just appointed six held Normal School diplomas—four from Truro and two from the Normal School department at Mt. St. Vincent Academy.

Otherwise the statistics of this year vary but slightly from those of last year.

It was thought that on account of the better enforcement of the Compulsory School Act the attendance would have been greatly improved. But any gains from this source were more than counterbalanced by a wide-spread epidemic of children's diseases, and by the removal to Sydney, Cape Breton, of many families, especially from the north end of the city.

ACADEMY.

During the year just closed there were enrolled in the Academy 333 pupils, whose average attendance was 268. There are three grades; 122 in grade D, arranged in two large classes; 115 in grade C, also in two classes; and 96 in grade B, in one class. As the numbers of those wishing to complete the high school course is becoming larger every year, and as the number passing the grade C examination is also increasing, it follows that the B class which is formed from the union of the two C classes is abnormally large. The lower classes, grades D and C, averaging 60, are too large to admit of the best work being done. It must be evident then, that, with more advanced work in a class of 96 enrolled, and averaging about 80, there can be but little adaptation to individual needs, and that all the evils of cram must be intensified if the pupils are to pass successful examinations.

In examining the papers of some B candidates I was not, therefore, surprised to find a confusion of thought, a want of completeness in the sentences, a slavish adherence to the phraseology of the textbook, and a want of originality that did not, to the same extent, characterize the papers of other candidates in the Province.

Having, however, discussed so fully in my reports for '97, '98 and '99 the evils of this over crowding, and seeing that there is a reasonable prospect of improvement in the near future, it is not necessary that I should enter into the subject more fully at the present time.

It will be gratifying to you to know that, notwithstanding the disadvantages to which I have referred, the Academy, as judged by the Provincial Examiners, was this year up to its usual high standard, as may be inferred from the following statement:

	1899.				1900.			
Grade.	No. Enrolled.	No. applied for Exam.	Obtained Grade Applied for	Obtained grade.	No. Enrolled.	No. applied or Exam.	Obtained Grade Applied for.	Obtained Grade.
D	135	91	80	89	122	87	79	91
C	134	91	90	97	115	91	80	90
B	79	60	45	45	96	70	59	59
Total ..	348	242	215	231	333	248	218	240

	1899.	1900.
Per cent applying for examination	81	74
" of B's obtaining grade applied for.....	75	84
" " C's " " "	98	88
" " D's " " "	88	91
" " all candidates obtaining grade applied for ..	88	88
" " enrolled pupils obtaining grade applied for..	62	65

In considering the real import of these percentages, account must be taken of the strictness of the entrance examinations, and of the standard adopted by Principals in certifying that pupils are prepared for the Government examination. Seeing that some Principals are more strict than others, the percentage of successful candidates cannot be used as a criterion of the success of a school. It is probable that the standing of the Academy is best shown by comparing with the numbers enrolled the number of pupils who have obtained the grade for which they applied.

The laboratory classes have shown much interest in practical chemistry and have done a fair amount of individual work.

Very satisfactory progress has been made in Drawing. A large proportion of the pupils are able to represent simple objects in correct proportion and shading, and a few display very considerable artistic ability. All work from the object,—copying being allowed only when it may be desirable to call attention to technique. It has not yet been found practicable to give instruction in color,—a serious defect in our training.

The exhibit of freehand and object drawing sent by our pupils to the Provincial Exhibition was very creditable, and received deserved recognition.

Latin is the foreign language first taken by a large majority of the students. French is studied by one-third the number, German by one-eighth, and Greek by one-tenth.

Of all the subjects in the course of study I need only say that they are well taught by teachers of sound learning, enthusiastic and indefatigable in their work,—teachers of high moral purpose, specialists in their respective departments.

Yet there are serious defects for which the course of study cannot be held responsible. Let me call attention to one or two of them. The pupils receive no training in the theory of music. In the earliest educational systems music held a chief place. It was Plato who said that "just as gymnastic exercise is necessary to keep the body healthy, so is musical exercise necessary to keep the soul healthy; the proper nourishment of the intellect and passions can no more take place without music than the proper functions of the body without exercise." Nor has universal opinion changed on this subject throughout the ages. Not only do all the pupils of the Academy lose an important element of social culture, but so also do the pupils of the public schools; for a large proportion of our common school teachers are educated in the Academy.

Another defect. There is no adequate attention given to physical training, which is the basis of health, and without which all learning is comparatively useless both to the individual and to the state. It is true that the boys are encouraged in outdoor games in their season, and that those so engaged are benefited. They also have a certain amount of military drill. That is all. The girls, although most in need of physical training, are in this respect wholly neglected. Symmetrical development of the body is not possible without systematic gymnastic culture.

When the average city boy grows up he will be badly handicapped in the struggle for existence by the want of that bodily health, strength of purpose, and power of adapting means to an end that his country cousin acquires in his varied work on the farm. He also lacks the fundamental knowledge of things, the mind and heart culture, the appreciation and love of Nature, which helps to interpret the problems of life.

By giving more attention to manual training, to calisthenics and to field excursions for the study of botany and geology, much is being done in other cities to neutralize those disadvantages of city life.

In order to judge fairly of our high school work, it is necessary to have a correct idea of its aim. Its primary object is not to prepare for the college, or the professions, nor on the other hand to impart technical knowledge of business or of any of the trades. Trained capacities, the power to observe and reason correctly, the acquisition of industrious habits, an ardent desire for knowledge, noble aspirations, the development of character,—these are the ideals of the high school. The graduate of such a school will grasp with rapidity the details of any business or mechanical occupation to which he may choose to turn his attention, a fact which the ablest business men are now beginning to recognize and acknowledge.

We can scarcely over-estimate the importance of the Academy and high schools. On them, hereafter, will depend the character and fitness of the majority of our social and business leaders and the vitality of our educational system in all its lower grades.

"The high school is an incentive for study and work to the bright pupil of the elementary grades, and its influence becomes a strong and steady up-lift to the grades, almost insensible in its action, but none the less powerful and constant. It is a great mistake to consider the high schools as in any sense apart from the public school system. They are the logical development and extension of our advanced system of public instruction, and so clearly connected and interwoven with that system that any attempt to consider them on a separate basis is futile. We cannot have popular education in its true sense unless we provide a means whereby the best pupils of the grades may pursue secondary studies and fit themselves for the larger fields of usefulness."—*Supt. Skinner.*

St. Patrick's Girls' High School.

In this school the conditions for good work are particularly favorable. There are three departments with an average enrolment of 26. In natural and acquired qualifications for their work the teachers are excellent. Under their skilful direction the pupils have been made to taste the pleasures of achievement and of overcoming difficulties. Their work is characterized by thoroughness and neatness, but especially by the attention given to English Composition and English Literature.

Their desire for more knowledge is so great that they need no other stimulus to study. Their interest in science, their delight in the great literary artists, their devotion to their teachers and to their school, are all pleasing evidences of the high character of the culture which they receive.

This school stands very much in need of a laboratory, which might also serve as a class-room for grade B. This year the B class, although small, could no longer be taught in the restricted class-room (26 x 7) hitherto used, so that it became necessary to secure a larger and more comfortable room across the street.

The thoroughness of the work of the school may be judged from the fact that only one student in class B failed in the government examination last July, and even she made 183 points over the required aggregate. But still more significant is the fact that several members of the graduating class are still pursuing their studies in higher institutions of learning. The school that "implants an intellectual longing that will continue to demand satisfaction long after school days are over" is the one that has done its work well.

The Common Schools.

Acadian School.—The teachers of this school have to contend against many difficulties which do not occur to the same extent in

other schools. The teacher recently appointed to the primary department has done excellent work in fostering good habits and in securing regular attendance.

Africville.—Here the work has always been seriously hindered by want of school books and by the indifference of the parents who seldom have their children ready for school in time.

Albro St. School.—In several departments the three R's receive the most careful attention.

Beech St. School.—The building has been so much improved as to appear almost new. A vacant room has been furnished, and a new department opened. The teachers of this school by their tact, methodical habits and earnestness, have created an *esprit-de-corps* in the school which secures from the pupils the best work of which they are capable, and from the parents their respect and hearty co-operation.

In order to give sufficient school accommodation to this rapidly growing part of the city and relieve the over-pressure in Le Marchant St. and Compton Avenue Schools, a new building of four or five departments is much needed.

Compton Avenue School is very fortunate in having several gifted teachers with special aptitude and fondness for teaching. In grade I the boys and girls are taught in separate departments. In both of them the work was particularly good.

Le Marchant St. School has an excellent staff of teachers.

Morris St. School.—Nearly 40 per cent. of the city pupils who passed the entrance Academy examinations last July were from the two senior departments of this school. Of course the circumstances are favorable; there are really 19 departments; for Le Marchant St. and Tower Road schools are but outlying posts, sending in every year a large number of well-trained pupils. Principal Trefry and Miss Cunningham are supported by teachers of great experience, and by home influences above the average. More than one-third of the teachers are college graduates.

Six years ago not one of our common school teachers held a college degree. Now we have eight graduates (not counting those in the Academy), besides three teachers who have nearly completed their course in arts. The schools are fortunate in being controlled by commissioners who appreciate learning so highly that in the appointment of teachers they take into account high scholarship and character, as well as professional qualifications. The teacher makes the school. His personality is the all-important consideration.

The R. C. Orphanage is doing very satisfactory work.

St. Patrick's Girls' Common School.—We have in several departments of this school very good examples of the most approved methods of teaching by teachers who seem much devoted to their work. If

better methods happen to be evolved from the schools of the United States where there are no government restrictions upon the most liberally devised educational experiments, these teachers are on the alert to find out such improvements and utilize them in their departments. As soon as any superior textbooks make their appearance they are to be found on their desks. In fact, they occasionally visit the best schools across the border and return with an enthusiasm, the benefits of which are not confined to their own schoolrooms.

About the common school teachers as a whole it may be said that their work is satisfactory, that it is indeed as good as could be reasonably expected. Our teachers are not all superior, nor even excellent. Neither are all doctors, lawyers, salesmen or mechanics. In any class or profession not more than one man or woman in twenty can be ranked as superior, and not more than one in five as excellent. The fact is that always the great majority is doomed to mediocrity, and in judging of teachers as of others this fact must be taken into account. In faithful service, in professional intelligence and skill, and in general ability, our teachers will compare favorably with any other class in the community. With three or four exceptions they are ever on the alert for new and better methods of instruction while at the same time conservative of all that is best in the old. Most of them attend teachers meetings, and classes in special subjects wherever practicable, read educational books and periodicals, and spare neither time nor money in fitting themselves for their responsible duties. They know that they can in no other way withstand the pressure of modern competition.

But while wishing to protect our teachers from unfair criticism it most not be inferred that I am not alive to their faults and shortcomings. Let me briefly allude to a few of these :—

1. In graded schools there is a tendency for the teacher to do too much for the pupils and thus weaken their power of independent effort and mental initiative. Unaccustomed to grapple with difficulties they are almost helpless when the living "crib" is withdrawn and consequently to a great extent incapable of self-improvement. Not only does the teacher explain too much but, even the author of the textbook conspires to remove every stimulating difficulty and so rob the pupil of the intense gratification of having conquered.

"An unceasing flow of talk on the part of the teacher is not a sign of effective teaching. There should be continuous mental effort on the part of the child under instruction: and where that is wanting the teaching, however showy, is but a sham."—*Ed. Educ. News.*

2. Very few teachers teach their pupils how to study. This should be done particularly in assigning home lessons. If it is well done the home work will be much more productive and pleasant. It is generally possible by a few judicious questions and remarks to show the relation of the assigned lesson to previous lessons, and to arouse so much interest in it that the pupils' part of the work will afterwards be a pleasure. They should be taught to distinguish

between the essential and the less important parts of a lesson, so that they may economize time and energy. They should receive only such assistance as will enable them to solve the difficulties which they are likely to meet. The help should be carefully adjusted as to individual capacities, time, and amount.

3. The teachers should be able to conduct every recitation, except reading, without a textbook. I have sometimes been obliged to prove to teachers, by a practical demonstration that without looking on the book they could neither ask questions nor answer them as well as some of their best pupils. Such question-asking and lesson-hearing is merely a perfunctory time-consuming operation. It is not teaching. In some subjects such as Nature Lessons, History and Geography, the use of the text-book in the hands of the teachers during recitation is particularly mischievous.

4. Teachers fail to economize time and energy by a proper correlation and concentration of studies. Very much of some subjects may be taught incidentally. Pupils who are allowed to scribble their solutions of arithmetical problems, or their abstracts of Nature Lessons, lose thereby more in the art of penmanship than they gain from the formal writing lessons. The lessons on Grammar and Composition help but little towards good English if the mistakes of ordinary speech pass uncorrected, or if careless and fragmentary answers are allowed.

Nearly every lesson given in school may be made an exercise in the correct use of English. The most practical lessons in Geography may be learned incidentally in connection with the study of History. The strongest motive and the best practice in Drawing may arise from the desire to express clearly the ideas obtained from the Nature Lessons. The course of study becomes less formidable when the teacher knows how to make every subject help every other.

I may be allowed to mention one conspicuous example of success in this direction. The Principal of the school to which I refer never accepts an oral answer that is not in the best English and tone of voice that the pupil can command, or a written exercise, if it shows any sign of carelessness, or if it lacks pictorial illustrations where they are needed and expected.

5. In order to secure the pupils' application to school work, a few teachers seem to rely too much upon the rod. Its former popularity as a motive power with teachers and parents seems to have waned, and its use is now reserved for extreme cases, or as an aid to novices who have not yet learned how otherwise to awaken and maintain the pupils' interest.

Manual Training Schools.

As you are already so fully informed regarding the work of the Manual Training School for girls, I need only give the attendance from the various schools, and the course of study under the new regulations.

From Academy	16,	Bloomfield	21,	Summer St.	21,
Alexandra	41,	Compton Av.	20,	St. Patricks' G.	84,
Morris St.	61,	St. Mary's G.	44,	Maryville,	20,
Richmond	20,	Young St.	20.		

Total 368, and one pupil teacher.

The Domestic Art Course includes principally, plain cooking, demonstrating the best and most economical methods of cooking the staple foods of the poorer classes, cooking for the sick, household sanitation, laundry and plain needle-work.

Boys' Manual Training School :—

Attendance and programme.

Monday,	9 to 11 a. m.	Albro St. School,	20.
"	11 " 1 p. m.	St. Mary's B. "	15.
Tuesday,	2 " 4 p. m.	St. Patrick's B."	18.
Wednesday,	9 " 11 a. m.	Morris St. "	18.
"	11 " 1 p. m.	" "	18.
Thursday,	2 " 4 p. m.	Compton Av. "	7.
Friday,	9 " 11 a. m.	Young St. "	24.
"	11 " 1 p. m.	Richmond "	22.
		Total,	142.

Course of Study :—

The work for each course will consist of (1) Drawing; (2) Bench Work; (3) Theory.

1. Drawing.—Freehand and Mechanical Drawing—Orthographic or right-lined projection—Scale Drawing—Isometric projection,

2. Bench Work.--The making of exercises and models from working drawings prepared by the student, involving the use of various woods and all the principal wook-working tools, glue, nails, screws, &c. The care and preparation of edge and other tools.

3. Natural history, nature and properties of the various kinds of woods, &c.

Halifax has the honor, which should belong to the Capital, of having established the first Manual Training School in the Province. This was in 1891. Prof. Russell, a graduate of the Polytechnic Institute at Worcester, was the first teacher. Having satisfied the Council of Public Instruction of the educational value of Manual Training, he was promoted to the Normal School at Truro, so that through the teachers in training there, the great advantage of the union of hand-work and brain-work should be emphasized in every school in the Province. He was succeeded by Mr. Nelson Gardner, whose work has been very satisfactory.

In 1892 a well-equipped Manual Training School was opened in Wolfville. It also has been very popular.

The progress of Canada in the new education was so slow, however, as compared with that of other countries, that the well known friend and benefactor of Higher Education, Sir William Macdonald, of Montreal, determined to establish a first-class Manual Training School in each of the Maritime Provinces, one of these being at Truro and affiliated with the Normal School.

In order still further to encourage a branch of study on which so much of the future industrial success of the Province depends, the Council of Public Instruction decided to offer a maximum grant of $300 to every School Board throughout the Province making satisfactory provision for the teaching of this subject. Their action would no doubt commend itself to the greatest psychologist in America, Prof. James, who said: "The most colossal improvement which recent years has seen in secondary education is the introduction of Manual Training Schools."

As it is now nine years since this department was added to our schools, we are in danger of losing sight of some of the reasons which at first seemed to justify its establishment.

1. It was found that the country boy who worked at a variety of occupations on the farm was in many respects better developed than the city boy. The country boy had a better knowledge of things, better judgment, much more available energy, and was generally more successful. This was attributed to the fact that the cultivation of his motor activities developed brain areas that otherwise would have remained partially inert.

2. It was found that the old education, framed for a different state of society, was too literary and had a tendency to add to the already over-crowded professions men whose personal prosperity and worth to the community would have been greater if they had become intelligent workmen in some one of the 250 industrial occupations.

3. It was proved, by repeated experiments, that for boys of every degree of ability, manual training increased their interest in school work and their success in other studies.

4. It was found that Manual Training, when used educatively, helped to reveal to boys their own capabilities and aptitudes, thus distributing them eventually over all the professions and trades,—each boy where he fitted best.

All the various written languages of the world are formed from a few letters. When learning these letters one is not necessarily learning any particular language. All the occupations of modern complex civilization are founded on a very few principles. The boys in the Manual Training School are learning these principles, but they are not learning any particular trade. They are not even biassed towards any particular trade. During the space of ten years 550 boys graduated from the St. Louis Manual Training School. They are now engaged in 37 different trades and professions, only one of them being a carpenter, but they are all acknowledged to be better workmen on account of their manual training. There are 333

students studying Algebra in the Academy. How many of them will ever do an exercise in Algebra after leaving the Academy? But they will all their lives be stronger and more methodical reasoners, better able to grapple with intellectual difficulties, because they studied Algebra.

5. It was found that other countries were surpassing us industrially, and that their success arose from their thorough technical training. We are therefore compelled, in self-defence, to prepare for the industrial competition that is forced upon us.

In Massachusetts, the great manufacturing State of the Union, there is an Act making the establishment of Manual Training compulsory in every town having as many as 25,000 inhabitants. In the United States, in towns of over 8,000 inhabitants, there were, in 1890, 37 manual training schools; in 1894, 93; in 1896, 121; in 1898, 146.

Let me quote very briefly a few opinions of those who have studied this question, and therefore know whereof they affirm:

"Manual Training is no longer an experiment with us. We have become satisfied of its high educational value, and we believe it will remain a fixed element in our system."—*Albany Sch. Rep.*

"The processes of Manual Training afford a better means of cultivating the faculties and judgment than many things which now find place in the courses of instruction. Measurement, comparison, the adjustment of means to ends, the co-operation of mind and eye, all conduce to a broader mental culture than can be gotten from many of the studies which at present usurp so large a portion of the pupil's time. What is needed is to make every thinker a worker, and every worker a thinker, and there is no place where this can be done so well as in the school."—*Supt. MacAlister.*

"The manual training school generalizes numerous occupations. It trains the most of the boy on his executive side as well as on his reflective."—*FA. Hill, Agt. Mass. Bd. of. Ed.*

"The exercises in manual training are a means not only of physical and intellectual, but also of moral culture. They train to habits of accuracy, neatness, order and thoroughness."—*F. M. Leavitt.*

"The object of all instruction in this department is discipline. It is not our aim to teach a trade, but simply to train the hand and the eye co-ordinately, and through them the mental faculties."—*Supt. Spaulding.*

"We are all agreed that our schools have been for centuries too much absorbed in book-work, in verbal studies which sought to train memory and reasoning only, but which failed altogether to give adequate discipline for the eye and the hand, or to fit the scholar for skilled labor and for practical life."—*Rep. U. S. Com. Ed.*

General Observations.

Drawing.—This is a subject which, even in our best schools, does not receive the attention which its educational importance would justify. Elsewhere it holds a position of honor in the school curriculum. In the Common Schools of Great Britain only four subjects are com-

pulsory; all other subjects are optional. Drawing is one of the compulsory subjects. In Prussia the course begins with the second year of school, and takes two hours a week for seven years. The work is systematic and thoroughly practical. It consists of drawing of symmetrical figures, characteristic forms of plants, simple work in ornamental drawing, and free-hand drawing from solids, including plaster of paris models. Eye and hand are trained with special reference to industrial drawing and nature studies.

"The ability to draw well is essential to many occupations. It encourages and developes *observation*, cultivates the *graphic memory*, exercises the *imagination* in the construction of design, cultivates the *perceptive faculty*, and gives a *delicacy of manipulation* which is very valuable. Furthermore, *description* appears in its most successful form in drawing; for the most gifted writer cannot present a scene like a picture, which always appeals to the understanding and the emotions more rapidly and more successfully than any word description. It developes the aesthetic emotion by raising the tastes of the people. Good works of art may, and often do, become objects of enjoyment where the drawing faculty has been cultivated; whilst *habits of care, neatness* and *accuracy* are produced which must react in general character."

Our schools have been required to send to this office at intervals for examination the work of its pupils in Drawing. An occasional expression of approval or censure by the commissioners would be stimulating to the pupils. If an exhibition of the pupils' work in Drawing were made a special feature of our public examinations, it would be a great incentive to good work.

Spelling.—The best methods of teaching spelling were fully discussed by our teachers at three of their meetings. The conclusion to which they came I embodied in a circular which I submit. (See Appendix.)

Teachers' Manual of Methods.—Our teachers need a Manual of Methods specially adapted to our circumstances and course of study. Several years ago I was personally very much benefited by a manual prepared for the teachers of New York. Such a *vade mecum* prepared in the Education Office, and founded upon the experience, suggestions and criticisms of our Inspectors of schools, would be invaluable in preventing the mistakes of young teachers, thus economizing time.

Textbooks.—Defects and redundancies in the textbook add very much to the difficulties of our pupils and teachers. For the teaching of Grammar in the eighth grade we need a small book with "brief and lucid definitions and a few practical rules for the use of the pupils."

If the present large textbook on Canadian History were to be used only as a book of reference, and a textbook one-fifth of the size were to be used in its place, the pupils would know twice as much on that subject as they do now; they would know it more thoroughly, and what is of infinitely greater importance, they would be interested in the study instead of being repelled The textbook used at present, though an excellent book, is not adapted for class work.

We need better books for the teaching of reading. In respect to supplementary readers we are behind every other civilized country. With our present appliances it is difficult to get good results in reading, and impossible to cultivate an abiding taste for good books, though this should be one of the chief objects of school life. A special committee of the National Educational Association of the United States recently reported very fully on the use of Supplementary Readings and Public Libraries by schools. As the subject is one requiring serious attention, I give a few of their conclusions in the appendix.

Cigarette-smoking.—Some time ago I received a letter from one of our best teachers, complaining of the prevalence of the cigarette-habit among school children. Among other things, she writes: "After close investigation, I found that out of a class of 46, there were only eleven who never used tobacco, and that eleven others were habitual users." After having used every practicable means to break up the habit, she found that four of the boys "expressed their inability to withstand the temptation; practice rendering them slaves to the habit. * * Tobacco is sold, regardless of the law, to boys of all ages, both for their own and others' use." Some months afterwards she writes again: "To-day the tobacco question has impressed itself upon me afresh; the class that has just graded to me is in this respect worse than all former ones. Of 36 boys, 17 use tobacco habitually; from these I have the names of a dozen merchants who sell indiscriminately."

I have made some inquiries in other schools, and I find that this lady's experience is not exceptional. I find that the cigarette habit neutralizes the legitimate work of the schools and injures the boys physically and morally. The eleven non-smokers referred to above presented a striking contrast to the eleven smokers in the same room,—the first eleven were clean, tidy, alert, well-behaved, and leaders in their classes,—the other eleven rough, untidy, listless, and dull at their work. Seeing that young boys are so susceptible to injury from the use of tobacco, surely something should be done to protect them, and thus prevent the prevalence of a habit so demoralizing to our schools.

Arbor Day and Empire Day.—The usual Arbor Day exercises were restricted to the planting of trees in such school grounds as required them. The energy of the pupils and teachers was more particularly directed to the suitable celebration of Empire Day. Every school had an excellent programme of patriotic addresses by leading citizens, and songs and recitations by the pupils. The names of the presiding Commissioners appear in the circular in the Appendix.

All of which is respectfully submitted.

A. McKAY, *Supervisor.*

Halifax, 17th October, 1900.

APPENDIX I.

SUPPLEMENTARY READING.

The National Educational Association of the United States has done much to advance education by occasionally making an appropriation from its fund to aid committees selected to report upon vital questions. One of the last Reports of that kind was the one on the Relations of Public Libraries to Public Schools. This Report, from which I take the following extracts, will be of much value to many of our teachers who are fully alive to the great possibilities for good arising from the training of school children in the proper use of books.

"By law the children are put under your influence in their earlier years, when, if ever they can be taught to love good books so well that in all their lives thereafter they will seize on every opportunity to read them."

The somewhat meagre education of even the best schools should be supplemented by extensive reading after school life is finished.

If it is the duty of the state to see that its citizens know how to read, it is certainly no less its duty to see that they are trained to do the right kind of reading; otherwise the ability to read may be hurtful rather than beneficial both to the individual and to the state."

The schools should be well supplied with full sets of supplementary reading books. A record should be kept of the child's reading. Books of reference should be near at hand. "It is when the pupil is eager to learn, when his interest is most intense that the information should be furnished." "Strike while the iron is hot is the rule, equally applicable to pedagogics and mechanics."

"The reading from the large set of books * * should be done by the pupils at home." "A chapter or a given number of pages should be assigned by the teacher, to be read by the children as an evening lesson. The teacher must prepare his work as carefully as the work on any evening lesson should be prepared. Notes should be taken of ponts worthy of comment, characters worthy of study, and natural objects worthy of being described.

"Some supplementary reading is designed to train pupils in the reading of good books." "It leads directly to the reading of the best literature. It contributes to the æsthetic culture of the one who reads. It broadens and deepens his daily living by making the mind more keenly alive to all that is beautiful in nature and in art. It enriches life by bringing to it the inheritance of the best thought of past ages." "Supplementary reading of all kinds has a direct bearing on the pupil's English. Unconsciously he is influenced by the style of an author, and is impressed by his thought and by his choice of words to give the thought expression. If the teacher is a man or woman of culture, this impression is deepened by a judicious discussion of what is read and by a somewhat careful examination of the author's mode of expressing his thought."

"Knowing how to consult books for information is often of more value than the facts themselves." "How to use a book is of prime importance in the education of the child." "Not only will a love for good reading be gained, but a taste for good reading will be cultivated which will protect him from much that is harmful and debasing."

APPENDIX II.

SPELLING.

Before the middle of the eighteenth century Orthography was not thought to be an important branch of instruction. A writer's educational standing was not judged by his spelling, nor his reputation jeopardized if he represented some words in different ways to suit his fancy. Since that time the standard dictionaries have decided how words shall be spelled. Now-a-days no person whose spelling varies from some well-recognized standard is thought to be well-educated.

The 40 or 50 sounds used in the English language are represented by the 26 letters of our alphabet in so many anomalous ways that good spelling is so difficult of acquisition that it requires years of toil.

Although good spelling is no guarantee of scholarship or ability, yet bad spelling is taken as a sure sign of illiteracy.

There is no other subject in the course of study so devoid of rational interest or which does so little to develop mental power, store the mind with useful information, or form good habits. And yet for other reasons, the teacher cannot afford to disregard it, nor even permit himself or his pupils to favor the most rational reforms. He may awaken thought, inspire his pupils with the love of knowledge, imbue them with high moral ideals, and cultivate will-power, and yet be reckoned a poor teacher, if they do not spell and write well. The majority of parents know something of spelling and penmanship, and must, of course, judge by the only criterion which they can apply.

The complaints about the bad spelling of modern schools, as compared with those of 40 or 50 years ago, do not seem to be well-founded. At the time when school fees were paid directly, only the better class of pupils were sent to school. Now all are compelled to attend, a large proportion of whom are likely to be weak in every subject. But, comparing pupils of the same class, the boy of to-day, of twelve years of age, is a much better speller, writer and scholar generally, than his father or grandfather at the same age.

Seeing that the mastery of the arbitrary combinations of letters that we call spelling is so difficult of acquisition and that the notion prevails that inability to spell is the surest evidence of the want of culture, it becomes important for the teacher to be able to make good spellers in the shortest time and with the least drudgery.

The ability to spell well depends chiefly upon a good visual memory, partly upon a motor and articulatory memory, and occasionally upon auditory memory.

The pupil who, in the exercise of his sight, can in a given time take in the greatest number of details and retain them longest, will be the one who will learn to spell most easily. This faculty is, of course, strongest where interest is strongest, and may be greatly improved by exercise. For this purpose various devices may be used. For example, a few words are written on the blackboard. The pupil, after looking at them for a minute, is asked to reproduce them from memory and correct his work from the board.

The exact shape of each letter, the small differences that distinguish the printed b, d, p and q, or n and u should be noted. To sharpen this faculty still further, pupils should be asked, from a glance at a plant, a shop window, or any miscellaneous collection of objects, to describe them in detail.

When the pupils in the lower grades are learning to read, every one who attends school regularly should be expected to know perfectly every word of every lesson undertaken, before passing on to the next. The new lesson should contain only a few new words, introduced according to some definite plan. In the oral lesson which should invariably prepare for the reading lesson the teacher should familiarize the pupils with the use and form of these new words, so that when they meet them in the books they will not cause any interruption to the interest of the story. Before leaving them. these words should also be used in interesting written exercises. If this work is done faithfully, there will not be much need for oral spelling, but it should not be neglected, as it is of some benefit to all, and particularly helpful to those who think, by preference, in auditory images. To make oral spelling more effective, the pupil should learn his spelling lesson at home aloud, pronounce every word before spelling it, and make a slight pause after each syllable. We need to use the fourfold channel by eye, ear, voice and hand, and to elaborate as many associations, with the words to be learned, as possible.

Up to grade VI., or perhaps grade VII. the pupil does well who has formed the habit of invariably spelling correctly all the words that he uses to express his ideas, and perhaps he should not be expected to do more than this. But before leaving grade VIII., that is, before leaving the common school, he should be able to do much more than that,—he should be able to spell all the words that he is likely to have occasion to use for the next few years after he leaves school,—all the words that relate to ordinary business transactions, and all names in frequent use, of persons, places, or things. As many of these will not occur in any of his school literature, it will be convenient for him to use a spelling book, such as that lately prepared by Dr. Rice, of the United States. Here he will find the most difficult words in common use so arranged in classes, with their exceptions, as to emphasize their peculiarities and greatly aid the memory.

OTHER HELPS IN THE TEACHING OF SPELLING.

1. Every pupil in grade VI, VII and VIII should be required to keep a list of the words which he spells incorrectly, in his ordinary school exercises. The mere fact of having to keep such a list will make him more careful in writing his exercises. Besides, his time will be economized by being devoted only to the words over which he is liable to stumble.

2. The pupils of grade VIII should learn 50 or 100 Greek roots, about twice as many Latin roots, and also all the common prefixes and affixes. They should have much practice in tracing the derivation of words. This exercise will be valuable in giving an insight into the structure and history of our language.

3. Spelling may be and should be incidentally taught in connection with almost every other lesson in school. In High Schools the teacher of Arithmetic should not only carefully correct any misspelled words that come under his observation, but he should be held specially responsible for all technical terms belonging to his subject; and so, likewise, the teacher in physiology or any other subject.

4. Occasional spelling matches will be of very great value in exciting interest, thereby making acquisition not only easier, but also more permanent.

5. So far as possible, pupils should not be allowed to see words spelled incorrectly. This impiles that they should not be asked to spell words until they have learned them so thoroughly that they are not likely to make any mistakes; also that it is a serious mistake to give young pupils lists of misspelled words to correct.

6. If the teacher adopts the incorrect theory that spelling is best taught altogether by written exercises, he may also err in asking the pupils to write so much, that in self-defence they may be forced to form the habit of scribbling. If a pupil's powers of observation have been properly trained, he will, when he wants to use a new word, be as likely to remember its form without having to write it several times, as he would be to remember the face of a new acquaintance without having to draw a picture of him.

7. If pupils are well taught they will always know what the words are which they can spell with certainty. In all cases of doubt they should be trained to consult the dictionary before writing the word; for if not written correctly the wrong form may persist.

The above conclusions, arrived at after careful discussion by the Halifax teachers, are respectfully submitted for their guidance hereafter in the teaching of spelling.

A. McKAY.

Halifax, 5th May, 1900.

APPENDIX III.

EMPIRE DAY, 1900.

In peace or in war "there is no glory like his who saves his country"; "for his country alone comprehends *all his affection* for all."

The idea of Empire Day is said to have been first suggested by Mrs. Fessenden of Montreal. It was taken up and strongly advocated by the Hon. Geo. W. Ross, now Premier of Ontario, who wrote to the members of the Dominion Educational Association meeting in Halifax in 1899, asking for their endorsement. The President, Dr. A. H. Mackay, took an active part in securing the unanimous approval of the Association, and afterwards of the Nova Scotia Council of Public Instruction, by whom it was first made a special school day, to be devoted wholly to the inculcation of patriotic sentiment.

The observance in the right spirit of such a day, will no doubt help to a very considerable degree in securing the end in view; but there are many most loyal educationists who believe that genuine love of country is one of those sentiments which develop most naturally and healthfully without too much public parade and profession. There are some things that are best taught indirectly. For example, politeness and good manners, taught in a formal way, are apt to give the form without the reality,—to be artificial rather than spontaneous. There are some virtues which exist as incidental qualities of a wholesome development. Of these patriotism is one. The growth of the sentiment of true patriotism does not depend so much upon direct teaching, upon "soaring periods, turgid rhetoric, and pulmonary athleticism" as upon general intelligence, wide knowledge of history, and unselfish devotion to duty.

As the prosperity of the country depends upon the morality, intelligence and loyalty of its citizens, and as much of their training for citizenship depends upon the schools, which are largely supported for this purpose by the state, it follows that the making of good citizens should be one of the first aims of the teaching profession This is well done by every faithful teacher who does good work in the schoolroom. There are so many people who attach more importance to the sign than to the thing signified, that mere celebrations, orations and flag-raisings are too apt to be unduly emphasized as a means of fostering rational patriotism.

While, however, utilizing these means, what else must we do, and by what principles must we be guided so as to give reality and effectiveness to our efforts to imbue our pupils with a true love of country?

1. Avoid inculcating a partisan or sectional spirit. Be a Canadian rather than a Nova Scotian, a citizen rather than a mere follower of any party.

2. Do not unduly magnify our country's greatness or virtue, lest you induce that self-satisfaction that would paralyze efforts for improvement, and that self-conceit that would make us ridiculous to other nations.

3. Do not overlook the faults of our own institutions or politics. The truth told plainly will do better. We should not be blind to the moral defects of our public men, for they are amenable to the same moral laws as private citizens. Of course discretion must be used in the telling of truth. In the case of young children, it is perhaps best that they should not see the faults of their country, just as they are not supposed to know the weaknesses of their parents and teachers, for they are unable to make the necessary allowance for human imperfection. Happily for us every period of our country's history abounds in examples of great and good men, and in the recital of heroic deeds and wise legislative enactments, all calculated to inspire us with self-respect as a nation and love of country.

4. Inculcate the sacred duty of obedience to the laws of the land —civic laws, provincial laws and all law. But at the same time make it the ambition of the older pupils, as a part of their future career, to improve these laws, and to right the wrongs that are seen on every side,—civil, social, and economic ills. To ignore or extenuate them is neither honest nor safe. "Advanced pupils should be told frankly that there is patriotic work for them to do,—national ills to be withstood and corrected if possible, political dangers to be guarded against —in all which patriotic business we of to-day and they of to-morrow, have a charge to keep no less vital to the national weal, than what the great fathers did."

5. Children should know and appreciate their country,—its scenery, its natural resources and possibilities. Teach the theory, facts and duties of civil life, the inestimable advantages of good government, the history, growth, and cost of personal liberty, and you cannot fail to make patriots.

6. At this crisis in our country's history we are tempted to dwell too much upon the pomp and circumstances of war, with which children are apt to associate the highest bravery, honor, and glory,—a dangerous and unwholesome sentiment. Children should be taught that mental and moral courage is nobler than valor, that to live manfully and to resist temptation often requires greater bravery than to face the dangers of war, and that to overcome oneself is the noblest of all victories. "Peace needs its love of country as well as war. The honesty which shall recognize the ills that threaten us, the courage to fight them, the eternal vigilance which is the price of liberty, the dogged patience required to hunt out of office political tricksters: the zeal to bestir oneself early and late in the face of apathy and contumely in order to get faithful and competent men elected to office, these are quite as needful as the bravery which sends men to the battlefield and they are infinitely harder to find."

7. Inspire your pupils with faith in the destiny and mission of the Saxon-Celtic race to replace the barbarism and tribal wars of the remote nations of the earth with Christianity, civilization and the industries of Peace.

I give below a list of Presiding Officers for the larger schools. It is expected that in making up a programme of exercises for Empire Day, each Principal will consult with his or her Presiding Officer, and give every possible assistance in securing good speakers. The public exercises may be held in any convenient public hall that is available, and on the forenoon or afternoon of the 23rd, to suit the Presiding Officer.

Presiding Officers for Empire Day, 23rd May, 1900.

Academy	The Chairman, Mr. Bell.
Acadian School	Ex-Com. Leydon.
Albro St. School	Com. Keefe.
Alexandra School	Com. Campbell.
Beech St. School	Ex-Com. McKerron.
Bloomfield St. School	Ex-Chairman Geldert.
Compton Avenue School	Com. Mosher.
Le Marchant Street School	J. C. Mackintosh, Esq.
Morris St. School	Chairman Bell.
Richmond School	Vice-Chairman Ryan.
St. Mary's Boys' School	Com. Musgrave.
St. Mary's Girls' School	Com. Chipman.
St. Patrick's Boys' School	Com. Wood.
St. Patrick's Girls' School	Chairman Bell.
Summer St. School	Ex-Com. Butler.
Tower Road School	Com. Martin.
Young St. School	Com. Mitchell.

Respectfully submitted,

A. McKAY, *Supervisor.*

Halifax, 14th May, 1900.

APPENDIX D.

SPECIAL PROVINCIAL INSTITUTIONS.

HALIFAX INSTITUTION FOR THE DEAF AND DUMB, 1900.

SIR,—The attendance for the school year has been one hundred and twenty-two, of whom one hundred and four belong to Nova Scotia, eleven to Newfoundland, five to Prince Edward Island, one to New Brunswick, and one to Bermuda.

The representation by Counties for Nova Scotia is as follows:

Annapolis County	2	Hants County	2
Antigonish "	3	Town of Windsor	3
Cumberland "	9	Inverness County	11
Cape Breton "	8	Kings "	5
Colchester "	4	Lunenburg "	10
Town of Truro	1	Pictou "	7
Digby County	5	Queens "	1
Guysboro "	2	Richmond "	4
Halifax "	3	Shelburne "	8
Halifax City	11	Yarmouth "	4
Town of Dartmouth	2		

Total	104
Other Provinces	18
Total for all Provinces	122

During the year 22 new pupils have been admitted, and 11 pupils have left the school, and 4 absentees are expected to return, leaving the actual attendance at present 107.

The general work of the Institution has been conducted on the same lines as last year. In the schoolroom, the teachers have been conscientious and painstaking, and on the whole good work has been done. Increasing numbers have necessitated the employment of extra teachers, who, of course, require training and experience before they produce the best results. Miss Bessie Nixon, who was appointed in March, has fully justified the high recommendations which she brought from schools in the United States. Miss Annie MacKay, appointed in September, who had some experience as a teacher in a

public school, and is a graduate of Dalhousie College, comes well fitted for work in this particular field of education. Mr. J. Murphy, who has also had some experience in public school instruction, gives promise of becoming a valuable teacher of the deaf. The Institution is also fortunate in securing the services of Mr. J. A. Weaver, who has had long and successful experience as an oral teacher in the School for Deaf at Margate, Eng.—the largest school of its kind in the United Kingdom.

The possibility of successfully educating a large percentage of the deaf orally no longer admits of any doubts, but to accomplish this most difficult task thoroughly trained, painstaking and capable teachers are required. For various reasons it has been frequently necessary here to appoint teachers inexperienced and untrained as far as the education of the deaf is concerned, and under such circumstances the best results are not possible, for while such teachers are gaining experience and training, the pupils suffer more or less.

A proposal has just been made to establish in the United States summer schools for the training of teachers of the deaf, and I trust that the less experienced teachers in this school, at least, will take advantage of the opportunity and fit themselves for a more efficient discharge of their duties as oral teachers.

While the number of pupils has nearly doubled within the last ten years, a great deal remains to be done, as many deaf children of school age have not yet been brought in, and are growing up untrained and uneducated. This is particularly true as regards Newfoundland and Prince Edward Island.

Judging from statistics, there must be in those Provinces over fifty deaf children of school age, while only thirteen are under instruction.

The fact, that 104 deaf children belonging to Nova Scotia have been in attendance during the year proves that comparatively few are being neglected in this Province.

In industrial work the boys, as in past years, are receiving instruction in shoemaking, tailoring, and printing, while the girls are taught housekeeping, sewing, knitting, darning and dressmaking. A class in cooking will be started in a few weeks.

In the domestic department Miss O'Brien, the matron, and her assistant, Miss Bessie Bond, have given the utmost satisfaction.

Miss O'Brien, as in past years, paid strict attention to the care and comfort of the pupils.

During the year the health has been particularly good. Thanks are due to Drs. G. M. Campbell, D. A. Campbell, Chisholm, Pearman and Cogswell for the valuable services they have rendered cheerfully and gratuitously.

In April last the school experienced a great loss by the death of Miss Mary Grant, who had been engaged here as a teacher for more than a year and a half. As a conscientious and capable teacher, and as a young lady of high Christian character, she is greatly missed, and her place has been hard to fill.

Yours respectfully,

J. FEARON.

A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

(II.)

HALIFAX SCHOOL FOR THE BLIND, 1900.

(INCORPORATED 1867.)

THIRTIETH ANNUAL REPORT OF THE BOARD OF MANAGERS OF THE SCHOOL FOR THE BLIND.

In submitting their Thirtieth Annual Report to the members of the Corporation and friends of the Blind, the Board of Managers desire to express their thanks for the deep interest which has been evinced in the welfare of the Blind of the Maritime Provinces of Canada and Newfoundland, and to acknowledge their gratitude to Almighty God for the many blessings vouchsafed in carrying on this work.

SUPERINTENDENT'S REPORT.

For details as to course of instruction, teaching staff, equipment, etc., we would refer those interested to the report of the Superintendent. It is a matter for congratulation that the several departments of the School are so well equipped and efficiently conducted. The need for further accommodation in these departments is now engaging the consideration of the Board, and it is probable that ere long we shall have to again ask our friends to aid us in increasing and extending the facilities for educating the Blind.

DOMESTIC DEPARTMENT.

In June last the Matron, Miss Jost, and the Assistant Matron, Miss Aitken, resigned their positions in the School. These vacancies have since been filled by the appointment of Miss Fraser as Matron, and Miss Catherine Fraser as Assistant Matron. Miss Fraser has had several years experience as housekeeper in the Halifax Ladies' College, and is well qualified to discharge her manifold duties. The housekeeper, Mrs. Chisholm, has charge of the kitchen, dining rooms, etc., and has proved herself energetic, capable, and economical, and her department reflects great credit upon her supervision. The

Domestic department in a school of this character involves more than ordinary responsibility and care, and requires untiring zeal and oversight.

ATTENDANCE.

It is a matter of satisfaction to your Board that such a large number of young blind persons are taking advantage of the educational privileges which the School affords. The Institution was opened in August, 1871, with four pupils. During its early years the increase in numbers was comparatively small, and it is only during the past decade that the growth has been particularly marked. The following table shows the number of pupils attending the school in each year, from December 1st, 1871, to December 1st, 1900:

Years.	Boys.	Girls.	Total.
1871	3	3	6
1872	8	3	11
1873	10	5	15
1874	9	5	14
1875	10	3	13
1876	10	7	17
1877	14	7	21
1878	17	7	24
1879	13	7	20
1880	15	10	25
1881	16	7	23
1882	16	8	24
1883	17	9	26
1884	17	11	28
1885	13	11	24
1886	15	9	24
1887	17	10	27
1888	17	10	27
1889	19	12	31
1890	22	9	31
1891	28	11	39
1892	32	14	46
1893	34	13	47
1894	37	15	52
1895	50	20	70
1896	56	30	86
1897	65	37	102
1898	67	39	106
1899	70	42	112
1900	69	48	117

FREE EDUCATION.

When the School was first opened, and before it had secured a recognized status in the community, the Board of Managers found it difficult to persuade the parents that any real practical advantage would result from the education of their blind children. It took many years to prove to parents and to the public generally that the

School had a definite and most important work to perform, and that to do this work thoroughly and efficiently it required more pupils and a larger income. The School was at the time supported by a small grant from the Legislature of Nova Scotia, fees from pupils, interest upon investments. In 1877 the Legislature of New Brunswick made a grant to the Institution, and in 1879 the Legislature of Prince Edward Island made its first appropriation towards the education of the Blind. The first great step in advance was made in the early part of the year 1882, when the Legislature of Nova Scotia enacted a law making education free to the Blind throughout the Province. In 1888, the colony of Newfoundland, having sent two pupils to the school, made an appropriation for their education. In 1892 the Legislature of New Brunswick formally adopted the principle of the free education of the Blind, and thus stimulated the growth of the School.

It was felt by your Board that it was most important that the education of blind children should commence at the earliest possible age, and that an effort should be made to secure amendments to the Acts relating to the blind in Nova Scotia and New Brunswick. The Governments of these Provinces were memorialized, with the result that in 1895 the Legislature of Nova Scotia amended the Act relating to the education of the blind so as to admit children between the ages of six and ten years, and the Legislature of New Brunswick passed a similar Act in the following year. These wide and liberal amendments materially increased the number of pupils in attendance from those Provinces.

The Colony of Newfoundland and the Island of Prince Edward have made annual provision for the education of a limited number of pupils, and have from time to time increased the number, so as to meet the applications of those seeking admission to the School. This brief outline shows what has been accomplished during the past thirty years towards securing free education for the blind of the Maritime Provinces and Newfoundland. The fact that in 1871 there were only six pupils in attendance, and that in 1900 there are 117, proves that the parents, as well as the blind themselves, thoroughly appreciate and are glad to take advantage of the educational privileges which are now placed within their reach.

BUILDINGS.

The main building of our School was completed in 1869. Its dimensions were 80 by 30 feet. It contained a basement and three stories, and its cost was $14,027.00. The east wing of the School, which is 54 by 46 feet, was completed and occupied in May, 1891. It was built at a cost of $15,954.00. The west wing was opened for occupation in February, 1897. Its dimensions are 72 by 46 feet, and its cost was $23,141.00. In 1877 a wooden building was erected upon the grounds at a cost of $1,750.00. This building, which is 50 by 25 feet, contains a fine gymnasium and workshop.

These buildings, which cost in all $54,872.00, are now in an excellent state of repair, and are admirably adapted for the purposes

for which they were erected. They contain 92 rooms, including kitchens, pantries, storerooms, 2 large dining rooms, laundry, furnace rooms, sitting rooms, printing offices, school-rooms, assembly hall, 15 music rooms, printing office, matron's apartments, dormitories, lavatories, hospital rooms, etc. The blind are indebted to the Legislature of Nova Scotia and to their many friends for the generous contributions which have enabled your Board to provide these substantial and well-appointed buildings in which to carry on the work of the School.

GROUNDS.

The School, which is situated in one of the most beautiful portions of the City of Halifax, occupies a fine lot of land bounded on the north, west, south and east by Morris street, Tower Road, South and South Park streets. This land at one time formed a portion of the old South Common, and was transferred to the School for the Blind in 1868. At this time the grounds were in a very rough state, but they have gradually been improved and beautified, and when the plan now decided on is fully carried out, we shall have as fine and attractive play grounds as any in the Province. The square or lot of land upon which the School is located has been named Murdock Square, in honor of Mr. William Murdock, to whose original bequest of $19,466.67 the founding of the School is directly due.

BENEFACTORS.

Since the inception of the School many persons have evinced their deep interest in the welfare of the blind by freely giving of their time or means to further the objects for which it was established. In addition to the large sums of money which have been contributed towards our buildings, library, equipment, and other special objects, the institution has received sixty-five bequests, amounting in all to $69,694.49. These legacies have been invested by your Board in securities of undoubted value, and the dividends and other receipts therefrom have been used to help meet the current expenses of the School. Among our benefactors who have thus aided the School, the names of William Murdock, John P. Mott and Sir William Young may be specially mentioned. It can readily be understood that were it not for the income derived from our endowment many of the educational privileges of our pupils would have to be curtailed. Under these circumstances, and having in view the needs of a growing school, we trust that those who desire to further this work will keep the School in mind, and will remember that the blind for generations to come will benefit by all bequests.

MEMBERS OF BOARD.

Since the first meeting of this Corporation, which was held in the City Council Chamber, Halifax, on April 27th, 1868, thirty-five gentlemen have been elected, as members of the Board of Managers. For various reasons some of these gentlemen have retired from the Board after having given to the School much of their valuable time and attention. Many vacancies have also been caused by death, and

the School has, in this way, lost the co-operation of many of its most devoted and enthusiastic friends. Among these may be mentioned Mr. G. P. Mitchell, who took an active part in the affairs of the School when it was first opened, and Mr. John S. Maclean, at one time president of the Board, who for twenty years unstintingly gave to the work his time and thought. It is worthy of note that three of the gentlemen who were elected as members of the Board at the first meeting of the Corporation have continued to serve during the past thirty-two years, and still take an active interest in the welfare of the blind. These are the President, Mr. W. C. Silver, the Treasurer, Mr. John Duffus, and Mr. W. H. Neal. It is with regret that your Board records the death of the Hon. H. H. Fuller, who for the past twenty-one years has been one of the managers of this Institution. Mr. Fuller took a kindly interest in the affairs of the School, and was always ready to do what lay in his power to promote its welfare.

OUTLOOK.

Under the guidance of a kind Providence, the School has, for the past thirty years, been signally blessed, and your Board have faith to believe that in the coming century the work which has been so successfully begun will continue to develop and prosper. We have aimed at making the educational advantages of the blind of Eastern Canada and Newfoundland equal, as far as possible, to those enjoyed in larger centres of population and wealth. There are, however, many advantages which we should like to see the pupils of the School enjoying, and many improvements which we shall be pleased to carry out when we have the means at our command.

THE SUPERINTENDENT.

From the third report of the Board of Managers, published in 1873, we quote the following: "The Board was fortunate in procuring the services of Mr. C. F. Fraser, son of B. D. Fraser, M. D., of Windsor, N. S., who had been thoroughly educated at the Perkins Institute for the Blind at Boston. From his marked talents, and thorough devotion to his work, they look forward with much confidence to the future."

Twenty-seven years have now passed since the Board thus expressed its opinion as to the abilities of the young Superintendent, and the test of time has more than justified its warmest hopes. Under Mr. Fraser's wise, energetic and enthusiastic administration the attendance has grown from 15 to 117 pupils, and in all ways he has succeeded in keeping the School so well abreast of the times that it now ranks as one of the leading institutions of its kind in the world. It is frequently a matter of congratulatory comment with the Board that the Superintendent's strength and ability seem to expand as continually increasing demands are made upon them, and that he has always found a reward for his devotion to his chosen life work in the steady progress of the School whose educational, financial, and domestic interests are so near to his heart.

ACKNOWLEDGMENTS.

In addition to the donations elsewhere acknowledged, your Board gratefully acknowledge the following bequests: Estate of W. H. Keating, of El Doro, California, $100.00; estate of Mrs. Susan Chandler, of Falmouth, N. S., $436.70; estate of Nelson Forrest, of Amherst, N. S., $500.00.

The thanks of the Board of Managers are due Doctors Lindsay, Kirkpatrick and Cogswell. These gentlemen, who attend the pupils free of charge, are always glad to give them the benefit of their professional services. The Board of Managers also desire to express its thanks to Mr. H. B. Clarke, Mr. J. D. Medcalfe, the Halifax Symphony Orchestra, and other individuals and organizations for kindly admitting the pupils to lectures, concerts, etc., under their respective managements. These entertainments have a distinctive educational value, and are keenly enjoyed by the boys and girls of the School. The railways and other transportation companies have our thanks for the special rates granted, and for the uniform kindness and care shown to the pupils while travelling to and from their homes.

All of which is respectfully submitted.

W. C. SILVER, *President.*

SUPERINTENDENT'S REPORT.

To the President and Board of Managers of the School for the Blind:

GENTLEMEN,—The table of attendance herewith submitte,d shows that 132 blind persons have been under instruction during the past year, 79 of whom were males, and 53 females. Of these 15 have since graduated or remained at home, making the total number registered Dec. 1st, 1900, 117, of whom 69 are males, and 48 females. Of these 68 are from the Province of Nova Scotia, 34 from New Brunswick, 6 from Prince Edward Island, 8 from Newfoundland, and 1 from British Guiana.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered Dec. 1st, 1899	65	42	5	112
Entered during the year	8	11	1	20
Graduated or remained at home	9	5	1	15
Registered Dec. 1st, 1900	64	48	5	117

TEACHING STAFF.

During the past year only two changes have been made in our teaching staff. Mr. T. A. Hubley, a graduate of the School, has taken the place of assistant Music Master, vacated by Mr. A. W. Duffy, and the position of Gymnastic Instructor, previously filled by Mr. Robert

Layton, has been given to Mr. James Scrimmgeour, who comes to us highly recommended.

In the Literary Department of the School, Miss C. R. Frame, Miss B. Cumming, Mr. S. R. Hussey, Prof. Lanos, and three assistants, have done most effective work. Miss Josie Howe, our Kindergartner, assisted by Miss Campbell and Miss Callanan, has had charge of the pupils between six and ten years of age, and the progress of the little children has been most satisfactory.

Good work has been done in the Musical Department by Prof. A. M. Chisholm, assisted by Miss B. Studd and Mr. T. A. Hubley, piano-forte teachers, Miss Corbin, vocal teacher, and Messrs. Covey, Hanson, and Ivimey, teachers of special instruments.

Mr. D. M. Reid, Tuning Master, Mr. D. A. Baird, Trade Instructor, and Miss Allison, Girls' Work Teacher, have efficiently carried on the instruction in the technical departments.

The Physical training of the pupils is in the hands of Mr. James Scrimmgeour, who was appointed to his present position in September last.

All our teachers are thoroughly qualified to discharge their respective duties. They are earnest, energetic, and enthusiastic, and seek by intelligent application to lead their pupils to higher planes of thought and industry. After many years of experience with boys and girls with and without sight, I am convinced that, considering the disadvantages under which our pupils work with respect to suitable text books and appliances, their progress compares favorably with that of sighted pupils in other schools. It must be borne in mind that the musical and technical education of our pupils is carried on side by side with their school work, and that to achieve success in these several departments involves more hours of study and more persistent effort than is required of sighted children taking the regular course in the public schools.

COURSE OF INSTRUCTION.

The course of instruction in the School has been arranged to meet as far as possible the requirements of boys and girls of different ages, and varied tastes and abilities. For the younger children we have a comprehensive Kindergarten and Primary course, in which special care is taken to develop the senses of touch and hearing, so as to compensate in some measure for the loss of sight. These pupils also receive a careful training in the rudiments of Music, including Time, Pitch, etc.

The older pupils are graded in five divisions. The work of the first four divisions includes all the branches of study carried on in the eight grades of the public schools, with the addition of Type-writing and French. In the Fifth or preparatory division, which is intended for pupils who enter the School after they are fifteen years of age, the work is confined almost exclusively to reading and writing in the Braille Point System, and to the study of Arithmetic.

Music, both vocal and instrumental, is studied by the majority of the pupils, and those who display a natural taste or aptitude for it receive a thorough and careful training as teachers of voice or piano-forte. Special instruction is also given in Cornet, Clarionet, and Mandolin playing. Training is given to the boys in piano-forte tuning, basket and brush making, and cane seating; and to the girls in knitting, crocheting, sewing, the use of the sewing machine, weaving, and cooking. The arrangement of this course of study has involved a great deal of thought and consideration. The School aims as far as possible to so train its pupils, as to ensure their becoming useful, and active men and women. While all of the pupils are benefited by their training in the school department, it is obvious that were this instruction not supplemented by a special training in the musical or technical departments, many would at graduation be unable to support themselves. When, however, the general education of the pupils is supplemented by the ability to teach vocal or instrumental music, to tune piano-fortes, to manufacture baskets and brushes, and to cane seat chairs, or in the case of some of the girls, to make many pretty and useful articles, and to assist in household duties, it is impossible for our graduates to take their places in the world side by side with their brothers and sisters with sight. This education and training enables at least eighty per cent. of our graduates to support themselves, while the remaining twenty per cent. are partially self-supporting or at least helpful in their own homes.

PHYSICAL TRAINING.

The importance of physical training to those who are deprived of sight cannot be overestimated, as upon it depends, in a large measure, the progress of the pupils in the several departments of the School, and their after success as graduates. Under proper supervision the older pupils can be instructed to take part in many athletic exercises and sports, while in addition to regular daily drill, the younger boys and girls can be taught to swing, tilt, run and skip about the play grounds with ease and fearlessness. Our beautiful grounds are laid out for the pupils. Each turn in the paths is indicated by markers which the pupil recognizes the moment his feet touches them. Our Rob Roy, Giant Stride, and Snow Shute, afford healthful recreation for the play hours. We have now at the foot of our grounds a pretty lakelet measuring 120 by 60 feet. This will afford the pupils a fine opportunity for learning to skate during the winter season, and will unquestionably do much to promote ther health and happiness. Mr. James Scrimmgeour, our enthusiastic instructor of Gymnastics, takes a deep interest in the physical well being of the pupils, and under his direction the boys are keenly contesting for priority in pole kicking, shot throwing, and other out-door sports.

EQUIPMENT.

While the equipment of the School in the matter of buildings, school appliances, libraries, musical instruments, etc., is well abreast of the times, it still leaves much to be desired. Our dormitories and sleeping apartments are already filled to the limit of their capacity,

additional schoolrooms are urgently required, the need of enlarging our assembly hall, or of erecting a new and more commodious hall, is yearly becoming more apparent, while the space allotted to our musical and technical departments is so fully occupied that without additional room expansion is impossible. Our hospital accommodation has recently been improved through the alterations made in the upper part of our main building during the summer vacation, but under the present circumstances the isolation of pupils having infectious or contagious diseases is almost impossible. This difficulty cannot be overcome until the cottage hospital, suggested in a previous report, is erected upon our grounds.

Our equipment of school appliances is the best that can be procured, and in this respect the School holds a leading place among her sister institutions. Thanks to the many friends of the School, our library of books, printed in the Braille Point system, is one of the best in the world.

Some years ago your Board adopted the plan of renting, instead of purchasing, the pianos and cabinet organs used in the practice rooms. In consequence of this, our musical departments are now supplied with first-class instruments, and our pupils no longer suffer the disadvantages of practicing upon second-rate or worn out piano-fortes. Those conversant with the study of music will readily appreciate how much the development of an ear for music, and the technical training of the pupils, depend upon the use of really good pianos.

Our Gymnasium is commodious, well lighted, and sufficiently heated, but as yet we have not had the means to purchase anything like a complete outfit of physical appliances. A good beginning has been made, but an additional supply of apparatus, costing about $500, is necessary to meet the requirements of the School.

DEATHS.

It is with regret that I record the deaths of two pupils during the past school year. On Easter Sunday, Florence Flinn, of Halifax, a young girl of eighteen, died of pneumonia, after a brief illness. This young lady was beloved by all, and her death made a deep impression upon her fellow pupils. Stanley Day, of Moncton, N. B., a young man of nineteen years of age, who had for many years suffered from hip disease, died at the Victoria General Hospital in August last, after a long and painful illness, which was borne with patience and resignation. These two young people were constitutionally far from strong, and had they lived, their lives would have been shadowed by ill health, and by complete dependence upon their relatives and friends. Under these circumstances death came as a merciful release from pain and sorrow.

HEALTH RECORD.

In September a light type of measles made its appearance in the School, and twenty of the pupils were taken down by the disease. Thanks to the care of Doctor Lindsay, and the good nursing which they received, no ill effects developed. The general health of the

teaching and domestic staff, and of the remainder of the household, has been well up to the average record of any previous year.

GRADUATES.

At the close of the last school year first-class certificates as teachers of music were awarded to the following graduates: T. A. Hubley, of Halifax, N. S., Walter Barnes, of St. John's, Newfoundland, and Miss Martha Rankin, of Chipman, N. B. A teacher's certificate was also given to Ernest Ogilvie, of Harborville, N. S. John Swain, of Clyde River, N. S., received a trade certificate for brush-making and cane seating. These graduates have made a fair start in life, and may be expected to give a good account of themselves. The following table shows the occupations now followed by those who have been under instruction in this School, with the percentage of the graduates in such calling.

Teaching music (piano-forte, organ or voice)	39 per cent.
Piano-forte tuning	11 "
Manufacturing (willow baskets, brushes and chair seating)	15 "
Engaged as shopkeepers, traders, agents, lecturers, teachers, caterers and manufacturers	15 "
At home (partially self-supporting)	20 "

It is worthy of note that 20 per cent. of our graduates are married and settled in homes of their own. Of these 16 per cent are men, and 4 per cent women. The marriages have in all cases been made with people with sight.

NEW OCCUPATIONS.

So many and so varied have been the occupations followed by individual blind persons, that it would seem almost as if blindness was in no sense a bar to success in any calling. The late Dr. T. R. Armitage, of London, cites many instances of blind persons who have been successful as lawyers, clergymen, merchants, bankers, architects, builders, farmers, dairymen, cattle-dealers, carpenters, shoemakers, clockmakers, harness-makers, sailors, fishermen, tea-tasters, and cutters of precious stones, etc. One of our own graduates is successfully carrying on a grist mill, and another as an employer of labor, is running a lath and shingle factory. While I have no doubt that blind persons may in individual cases succeed in the foregoing professions and callings, there is nevertheless great need for new occupations for those who have not the natural force or aptitude to mark out for themselves their own lines of life. This is especially true of blind girls. Many of them may be trained to be successful teachers of music, but the outlook for those who have not a decided musical taste is far from bright. Having this in mind, we have of late been training our girls in cooking and household work, and the experiment has proved most encouraging. One of our girls has recently learned the art of shampooing the hair, and has taught it to several of the pupils. In this calling blindness seems to be no great hindrance, and it would appear that at least one new and light occupation has been found for blind women.

There is no doubt that Massage could be successfully practiced by the blind, and it is pleasing to note that a number of medical men in London have become deeply interested in the proposal to train young blind women for this calling, and have expressed their belief that well trained blind persons would make excellent Masseurs. The question of the occupation of the blind is at present awakening a deep interest in Europe and America, and we hope that the outcome may result in the discovery of several new and suitable occupations.

PRINTING.

The stereotyping machine and point print press presented to the School by Mr. H. M. Whitney, have been most useful. In addition to circular letters, songs, and choruses, produced in our printing office, we have struck off an excellent volume dealing with Harmonic Notation, a comprehensive spelling dictionary, and the first volume of Zobanaky's Gallin Paris Cheve method of sight singing. These publications have been of great service to the pupils in their literary and musical studies.

SCHOLARSHIPS.

Owing to the many appeals that during the past year have been made to the people of the Maritime Provinces and Newfoundland, I have thought it best to postpone taking active measures toward securing a sufficient sum to establish a scholarship or scholarships for talented or deserving graduates. The century funds which are being raised by the different Christian Churches, and the appeals for contributions to the respective patriotic funds, have met with such a generous response that I felt it would be ungrateful on my part to bring forward at this time a specific appeal for the higher education of the blind. The project is one I have very much at heart, and while it may be the part of prudence to hold the matter in abeyance for a time, it must not be supposed that it is forgotten, or that the project will not ultimately be successfully carried out.

CONCLUSION.

In conclusion, gentlemen, accept my sincere thanks for the cordial support you have given me in the administration of the affairs of this large and growing school. Your kindly help, and your counsel and advice have always proved a source of strength to me, and have made easy the duties which devolve upon me as Superintendent and Secretary. God grant that the work for the Blind in the Maritime Provinces and Newfoundland, which has been so nobly supported during the last three decades of the 19th century, may in the coming century be so broadened and developed that for generations to come it may prove a blessing to those who are deprived of sight.

All of which is respectfully submitted,

C. F. FRASER,
Superintendent.

(III.)

VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

(INCORPORATED 1888.)

DIRECTORS:

Ex officio—THE SUPERINTENDENT OF EDUCATION.
THE MAYOR OF HALIFAX.

MRS. J. MORROW,
MRS. DAVYS,
MRS. CHAS. ARCHIBALD,
MR. J. DEMPSTER,
COL. F. H. OXLEY,
MR. D. KEITH,
HON. SENATOR POWER,
MRS. H. H. FULLER,
MISS E. RITCHIE,
MR. J. E. ROY,
DR. J. G. MACGREGOR, F. R. S.,
MR. J. C. MACKINTOSH,
MR. GEO. HARVEY,
MR. A. MCKAY.

Auditors:

MR. J. C. MACKINTOSH, MR. D. KEITH.

President.....MAYOR HAMILTON,
Vice-President.....HON. SENATOR POWER,
Treasurer.....COL. F. H. OXLEY,
Secretary.....A. MCKAY.

TEACHING STAFF, 1899-1900.

Principal.

PROF. H. M. ROSENBERG.

Assistant Teachers.

Mechanical Drawing.....J. T. LARKIN, Engineer.
Architectural Drawing.....H. E. GATES, Architect.

Saturday Class.

MISS M. E. GRAHAM.

REPORT OF THE SECRETARY FOR 1899-1900.

SIR,—I have the honor to submit herewith the report of the attendance of students at the Victoria School of Art and Design for the year ended June, 1900.

	Terms.		
	1st.	2nd.	3rd.
Life Class, Morning	6	5	5
" Evening	5	6	4
Cast Drawing, Morning	9	4	4
" Evening	14	15	13
" Afternoon	6	7	7
" Saturday	6	9	9
China Painting	7	6	7
Deaf and Dumb Pupils	12	12	12
	65	64	61

First Mechanical Class	11
Second "	27
Architectural Class	16

Total number of different persons attending all the classes, 137 Of these 6 held free scholarships obtained by competition. The students of the Mechanical and Architectural Classes are with very few exceptions free,—being attended mostly by apprentices.

Total for 1900	137
" 1899	108
Increase	29

At the close of the school a successful exhibition of the work of the pupils was held in the Art School rooms.

The Directors had much pleasure, during this year, in acknowledging the receipt of the following donations :—

1. From Miss E. Ritchie, a cheque for $50.00.
2. From Mrs. Chas. Archibald, a cheque for $25.00 for prizes, also 25 Reproductions from Masterpieces of Art.
3. A collection of Photographs of fine Architectural Buildings, from Mr. H. E. Gates.

Efforts were continued throughout the year to secure a suitable site for a new building, but so far without any definite result. The want of suitable rooms for the increasing classes is found to be the most serious hindrance to the success of the school.

Respectfully submitted,

A. McKAY,
Secretary.

A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

FINANCIAL STATEMENT.

THE TREASURER, *in account with* VICTORIA SCHOOL OF ART AND DESIGN.

DR.

To Endowment Fund:—		
Amount to credit July 31st, '99	$7,777 40	
Subscription Miss Ritchie	50 00	
		$7,827 40
Building Fund:—		
Amount to credit this acct		8,000 00
Current Accounts:—		
Received school fees	$ 599 51	
Government grant	800 00	
City grant	500 00	
Interest from investments	569 39	
Mrs. Chas. Archibald	25 00	
		2,493 90
		$18,321 30

CR.

By Disbursements:—		
Salaries	$1,689 40	
Rent and taxes	206 20	
Fuel and light	52 69	
Advertising and printing	35 95	
Insurance	11 55	
Models, supplies and sundries	73 81	
Janitor's salary	78 50	
Prizes awarded	25 00	
	$2,173 10	
Balance of acct. July 31st, '99	2,450 43	
Halifax city consols	4,950 00	
Deposit receipts	8,600 00	
Cash balance	147 77	
		$18,321 30

E. & O. E.

FRED. H. OXLEY,
Hon. Treasurer.

Halifax, July 31st, 1900.

(IV.)

HALIFAX MEDICAL COLLEGE.

For year ending April 30th, 1900.

EDWARD FARRELL, M. D.....*President.*
A. W. H. LINDSAY, M. D.....*Registrar.*
G. CARLETON JONES, M. D.....*Secretary.*

No. of regular Professors, 14; Lecturers and Demonstrators, 13.

No. of Undergraduates: First Year, 29; Second Year, 25; Third Year, 15; Fourth Year, 14; Total Undergraduates, 83; General Students, 2; Total Students, 85—seventy-nine (79) males, six (6) females.

Institution founded in 1867, as Medical Faculty of Dalhousie College and University. Separated in 1876.

Total number of graduates in Medicine (M. D., C. M.) including those who have taken their diplomas from Dalhousie University, 110 + 2*; in Pharmacy (Ph. M.,) 7, Total graduates, 117 + 2*.

The Thirty-second session opens on August 30th, 1900, and will continue for the eight months following.

The College building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College.

A large wing has been added to the College, supplying Histological and Bacteriological Laboratories, etc., which have been furnished with microscopes and other apparatus necessary for practical work.

The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student having ample opportunities for practical work.

The course extends over 4 years and has been carefully graded, so that the student's time is not wasted.

The following will be the curriculum for M. D., C. M. degrees:

MATRICULATION.—The preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

* Received diploma September, 1900.

1st Year.—Inorganic Chemistry with Laboratory work, Anatomy, Practical Anatomy, Histology, Botany and Zoology.

(Pass Primary M. D., C. M. Examination, Sect. A., in Inorganic Chemistry, Histology, Junior Anatomy, Botany and Zoology).

2nd Year.—Organic and Medical Chemistry with Laboratory work, Anatomy, Practical Anatomy, Materia Medica, Physiology, Practical Chemistry, and Practical Materia Medica.

(Pass Primary M. D., C. M. Examination, Sect. B., in Anatomy, Physiology, and Chemistry).

3rd Year.—Surgery, Medicine, Obstetrics, Medical Jurisprudence, Practical Pathology, Hygiene, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Practical Surgery, Practical Medicine, Practical Obstetrics, Therapeutics, Dispensary and Hospital.

(Pass Final M. D., C. M. Examination, Sect. A. in Medical Jurisprudence and Hygiene, Pathology and Bacteriology, Materia Medica and Therapeutics).

4th Year.—Surgery, Medicine, Operative Obstetrics, Gynaecology and Diseases of Children, Opthalmology, Otology, Clinical Medicine, Clinical Surgery, Operative Surgery, Practical Obstetrics, Hospital, and Vaccination.

(Pass Final M. D., C. M. Examination in Surgery, Clinical Surgery, Medicine, Clinical Medicine, Obstetrics, and Diseases of Women and Children).

(V.)

SCHOOL OF HORTICULTURE.

DIRECTOR—F. C. SEARS.

SIR,—I have the honor to submit the following report of the work of the School of Horticulture for the year ending July 31st, 1900.

The total number of students enrolled was sixty-seven, of whom fifty-four registered for Nova Scotia, ten from New Brunswick, and one each from Prince Edward Island, Massachusetts and England.

The curriculum, while remaining essentially the same as last year, was strengthened by the establishment of a regular course for the study of insects. Heretofore this subject had been included merely as a section of the general work in Horticulture, but finding it possible to add further work in this branch, and believing that it is second to no other branch in its importance to fruit growers, it was made a regular study throughout the year.

The equipment of the school has been very materially strengthened by the purchase of bacteriological apparatus, consisting of incubators, steam and hot-air sterilizers, water-bath, and all the accessories necessary to equip a small bacteriological laboratory. This step was determined upon for two reasons; 1st, it was felt that work in this line of research would make a valuable addition to the course of study as heretofore taught, giving the students an insight into what is rapidly becoming of great importance to farmers; and 2nd, it would enable the writer to begin an investigation of a disease which is affecting the apple trees of the province, and has in certain instances caused most serious losses to orchardists. This disease is locally and popularly known as the "collar-rot." Accordingly this work has been begun, and while definite and conclusive results have not as yet been reached, enough has been learned to justify some rather emphatic opinions on the subject. There are evidently two forms of the disease, due in my opinion to entirely different causes. In all cases the disease attacks the tree at the surface of the ground, but one form occurs only in orchards which are highly fertilized and cultivated, and in my opinion are due to winter-killing, while the other form occurs in all sorts of orchards, and seems to be due to the attacks of a fungus similar to that which causes the "black-spot" of the fruit.

The usual work was undertaken in the line of farmers' meetings, aud I should like to emphasize what I have said in former reports, that I believe this part of the work of the school is a most important one. The great majority of our farmers and fruit-growers have neither the time nor the money, nor the inclination to attend an institution of any kind, but they are glad to get together and discuss, and hear discussed, the latest methods of agricultural and horticultural work. In this connection it is encouraging to note that the attendance at agricultural meetings is steadily improving. During the past year the attendance was unusually good, and this in spite of much unfavorable weather. Meetings were held at Canning, Centreville, North Kingston, Granville Ferry, Lower Granville, Bear River, Round Hill, Clarence, Bridgetown, Antigonish, St. Andrew's, River Denys, C. B., Baddeck Forks, Big Baddeck, Middle River, and Whycocomagh. These meetings were addressed by the Secretary for Agriculture and myself, and many of them by Mr. John E. Starr.

While the present condition of agricultural and horticultural education in this province leaves much to be desired, yet I believe that we are advancing, if slowly, toward a better appreciation of this work by all those interested in it.

I have the honor to be, sir,

Your obedient servant,

F. C. SEARS.

A. H. MacKay, Esq., Ll. D.,
Superintendent of Education.

APPENDIX E.

EDUCATIONAL INSTITUTES.

(I.)

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

SIR,—I respectfully submit the following report of the Fourteenth Annual Session of the Summer School of Science for the Atlantic Provinces of Canada, which was held at Bear River, N. S., July 26th to August 10th, 1900.

Early in the year a calendar setting forth the courses to be taken up in the school, and directing students as to the preparation necessary to receive the most benefit from the school, was sent to the teachers of the Maritime Provinces and others interested in education.

On the evening of July 26th a most enthusiastic opening meeting was held in the Baptist church, kindly placed at the disposal of the school for their public meetings, by the trustees. Classes were conducted in the spacious school building of the village, which was a veritable hive of industry from half-past eight in the morning until nine or ten o'clock in the evening.

There were 190 members enrolled—143 from Nova Scotia, 30 from New Brunswick, 10 from Prince Edward Island, and 7 from the United States of America.

From the report of the school in the "Educational Review" of August last, the following is taken, which gives a good idea of the work done:

"The laboratory and field work were more prominent than ever before, and the bright, eager faces of students plainly indicated that they were engaged in interesting and congenial work. In the class rooms devoted to geology and botany, the desks and tables were strewn with rocks, fossils and plants, and one could not fail to be

impressed by the practical and useful character of the work done. In the afternoon members of the same classes, under the leadership of Dr. Bailey and Messrs. Vroom and Hay, could be seen picking their way through the windings of some picturesque dell or gorge, now studying ancient forms of life from the imprints on the rocks, now turning their attention to the ever present, active, living forms around them. A more eager and interested class it would be difficult to find than that which assembled every afternoon with Dr. Andrews, engaged in the blow-pipe analysis of minerals, and the same spirit characterized the laboratory work of Dr. Magee in Chemistry and Physics, Messrs. Oulton and Dixon in Zoology, and Mr. Starratt in Physiology. The demonstrations carried on by the latter teacher before his class by means of the microscope, and also to some extent in the advanced Botany and Zoology classes will, it is hoped, be largely extended in coming years.

"But the laboratory method was not confined to the natural science classes. If the laboratory work means 'get up and do something,' Principal Cameron's work in English Literature is laboratory work of the highest type. His methods are analytical, leading his students to search for themselves. Mrs. Patterson's Kindergarten work, with the objective illustration furnished by a class of children, gave ample opportunity to primary teachers to get something of the theory and practice of the Kindergarten. Miss Ina S. Brown's valuable work in Literature and Elocution, as well as her readings, impressed all with the simplicity and naturalness of her methods. Miss Ada F. Ryan's instruction in Tonic-Sol-Fa has been an excellent feature in the Summer School, and this year the interest was fully maintained. Dr. Hall's suggestive talks on Education gave his hearers a new inspiration, because he always has something of fresh interest for them, derived from his large experience and reading. Mr. F. A. Pickett's class on sketching was so successful that he has been appointed by the directors teacher of drawing for next year."

The excursions this year were interesting, enjoyable and profitable. They were to Annapolis Royal, Point Prim, and other points of interest around the Bay of Fundy and vicinity of Bear River.

An exceptionally interesting course of public lectures was arranged for the year, and efficiently carried out. Not the least enjoyable was the evening "With the Habitant," when Dr. Drummond, in his inimitable manner, rendered selections from his published and unpublished poems.

The Summer School of Science has become an established educational agency of the Maritime Provinces. It is growing in interest and efficiency each year. In the future, as in the past, it will be the aim of the management to enlarge the scope of the work undertaken, also to modify it to suit the changing educational conditions of the times; the purpose of the school being to encourage teachers in their work, and to bring to them the best and most advanced educational thought.

The next session of the school will be held in Lunenburg, N. S., July 23rd to August 9th, 1901.

Appended find list of officers for the ensuing year, and financial statement.

I have the honor to be, Sir,

Your obedient servant,

J. D. SEAMAN,

Secretary Summer School of Science.

To A. H. MACKAY, ESQ,
Superintendent of Education.

Charlottetown, P. E. I., December 8, 1900.

OFFICERS:

President.

W. R. CAMPBELL, M. A.....County Academy, Truro, N. S.

Vice-Presidents.

B. MCKITTRICK, B. A.... ..County Academy, Lunenburg, N. S
J. VROOM, ESQ.. .....St. Stephen, N. B.
G. J. MCCORMAC, ESQ.....Inspector of Schools, Cardigan, P. E. I.

Secretary-Treasurer.

J. D. SEAMAN, ESQ.. .....Prince St. School, Charlottetown, P. E. I.

Local Secretary.

GEORGE H. LOVE, ESQ.....Lunenburg, N. S.

Board of Directors.

THE PRESIDENT, THE SECRETARY-TREASURER, A. CAMERON, ESQ., G. J. OULTON, M. A., L. W. BAILEY, Ph. D., S. A. STARRATT, ESQ.

FACULTY:

Botany.

G. U. HAY, M. A.....St. John, N. B.
J. VROOM..... ....St. Stephen, N. B.

Anhydrous Chemistry.

W. W. ANDREWS, LL. D....Sackville, N. B.

Chemistry.

W. H. MAGEE, Ph. D.....Parrsboro, N. S.

Drawing

F. A. PICKETT..... .....St. John, N. B.

English Literature.

.....

Geology.

L. W. BAILEY, Ph. D.....Fredericton, N. B.

Kindergarten

MRS. S. B. PATTERSON .....Truro, N. S.

Music (Tonic Sol-Fa).

ADA F. RYAN ....Halifax, N. S.

Pedagogics.

J. B. HALL, Ph. D.... .. ..Truro, N. S.

Physics.

A. MELVILLE SCOTT, M. A..Fredericton, N. B.

Physiology and Hygiene.

S. A. STARRATT .....Yarmouth, N. S.

Zoology and Entomology.

G. J. OULTON, M. A.. .. ..Moncton, N. B.
F. A. DIXON, M. A.....Sackville, N. B.

FINANCIAL STATEMENT:

Receipts.

Balance from 1899	$ 7 97
Government grant, Nova Scotia	100 00
" " New Brunswick	100 00
Grant from citizens of Bear River	100 00
Registration fees	220 50
Proceeds of entertainments	64 50
Advertisements in Calendar	30 00
Balance due Treasurer	69
	$623 66

Expenditures.

Printing, advertizing, stationery	$104 86
Calendars	91 90
Postage, freight, expressage	50 20
Instructors and officers	280 00
Class expenses	25 15
Sundries	71 55
	$623 66

(II.)

TEACHERS' INSTITUTES.

DIGBY AND ANNAPOLIS.

The teachers of Inspectorial Division, No. 4 embracing Digby and Annapolis Counties, met at Middleton, N. S., April 11th and 12th. Inspector Morse presided, and the Superintendent of Education, Dr. A. H. MacKay, and Inspectors Roscoe and MacIntosh, were present, with a good representation from the inspectorate of the latter, Lunenburg and Queens. In all about 125 teachers were enrolled. A cordial reception was tendered the visitors by the citizens of Middleton on the evening of Tuesday, April 10th, at which Principal O. P. Goucher presided. The Middleton *Outlook* and Bridgetown *Monitor* published very full and interesting reports of the proceedings, from which the following resume is condensed. The *Outlook* also published portraits and sketches of Inspector Morse, and many of the teachers present:

After the opening on Wednesday morning the following officers were elected: Vice-president, O. P. Goucher; Secretary-treasurer, A. H. Armstrong; Assistant Secretary, Mrs. Ida B. Jameson; Executive Committee, Principals L. Ruggles, J. P. Connolly, A. D. Brown, F. E. Wheelock, and Misses G. James and L. B. Reagh.

A paper on "Over-pressure" was read by Principal De Lancy, of Sandy Cove. The writer would not force the slower pupils to keep along with the others, as it causes discouragement and lack of thoroughness. He would only require four hours of school work, and no home study for those under ten years of age. To prevent over stimulation he would not publish the marks made by candidates at the provincial examinations.

Principal Connolly thought that the greatest over-pressure was in grades IX, X and XI. He would modify the curriculum by having English as an imperative subject and the other subjects as options, any four to be taken. Principal Smith, of Mahone Bay, thought the science of Grades X and XI should not be attempted if work could not be made practicable; and in schools with insufficient staff, high school work should not be permitted. At present the whole number of subjects could not be taught in the time given. Principal Beryl G. James thought options impracticable, as it would increase the number of classes.

Principal Goucher thought it would be unwise not to publish the marks. Principal Ruggles thought we should not be called upon to teach in our schools what was, in reality, college work. He would cut the geometry down one-third and the algebra one-half.

Principal Connolly read an instructive paper on the "Metric System," advocating its universal adoption. He explained how the units of measurement were obtained; that the system had been legalized in all countries, with the exception of Russia and Montenegro, but had been adopted in few. Our present system is much more complicated, and the only objection to the new system is that it would cause confusion. Every school should have a complete set of metric weights and measures.

Principal Richardson thought that as England had not adopted our decimal system of currency, she would be equally slow in adopting the metric system. Principal Ruggles favored the system, and thought that prejudice was one reason why England had not adopted the system. He did not consider it expedient to teach both the old system and the metric system, as required at present. Mr. F. E. Cox said he would be pleased to see the system adopted, and likewise the twenty-four hour system of reckoning time. Inspecter MacIntosh said this system was used almost exclusively in the Lunenburg trade with the West Indies.

Superintendent MacKay, who had arrived during the discussion, remarked that he was pleased to meet so many teachers, and to know that so many of the western counties were represented. He was gratified to know that the work being done in the institute was practical, and he desired to have an expression of the opinion of teachers on all subjects. Speaking of the metric system, he said that England was slow to adopt it on account of her tremendous trade. He said our text-books were more for reference than to be memorized. On motion of Principal Connolly, a resolution was adopted requesting the Council of Public Instruction to have metric weights and measures provided for all our schools.

Mr. G. B. McGill, a former principal of the Middleton schools, then taught a lesson in "Agricultural Chemistry" to a class of pupils from the high school. By means of a jar of germinating beans and by drawings he showed what the plant takes from the air and the soil, how that its food consists of compounds, and thoroughly explained the process of assimilation and metastasis. At the close of the lesson he exhibited a chart, giving an outline of the entire lesson.

Prof. Smith, of the School of Agriculture, commended the lesson, and said we were not as familiar with common plants and animals as we were with some that might be considered rare. Supt. MacKay also commended the lesson.

Principal A. H. Armstrong, by means of a blackboard and cardboard figures, taught the first principles of that branch of mathematical drawing known as orthographic projection. When asked by Supt. MacKay to show the utility of the lesson, he explained how this branch of drawing was used in making working plans, from which an article may be constructed, and led up to the teaching of manual training and technology.

Principal F. H. Spinney then read a paper on the "Practical Bookkeeper." He claimed that the present system of business training in our schools is defective. Pupils go through the forms without realizing what they are doing. He would make original and practical entries and discard the text-book.

Principal McKittrick thought the chief difficulty was in getting the child to grasp the meaning of "debtor" and "creditor." Supt. MacKay asked for an expression of opinion of the institute upon the advisability of teaching single entry to the eighth grade and double entry to the high school grades. Principal Connolly would drop double entry entirely, while G. B. McGill thought it was the only scientific method of bookkeeping. Prof. Smith thought that double entry was the only method adapted to the needs of the farmer.

Principal Cameron then taught a lesson in English, subject, "The Armada," by Macaulay. He taught it in his usual inimitable style, holding the attention of all.

On Wednesday evening a public educational meeting was held in Oddfellows' Hall, which was crowded to the doors. Appropriate music and readings were interspersed with the addresses, which were of a very interesting character, and intently listened to by the large audience. The interest of the people of Middleton in educational matters was shown by their hearty reception of the visiting teachers, and their evident appreciation of the many good points made in the speeches of the evening. Inspector Morse presided, and addresses were delivered by Supt. Dr. MacKay, G. U. Hay, editor of the "Review," Prof. Smith, of the School of Agriculture, Inspectors Roscoe and MacIntosh. A very pleasant feature of the meeting was the presentation of an address and gold-headed cane to Inspector Morse by Principal J. M. Longley, on behalf of the teachers of the district. The address breathed a warm feeling of attachment to Inspector Morse, who has seen longer continuous service than any other inspector in Nova Scotia.

At Thursday morning's session Mr. Clark Gormley, of Wolfville, gave an explanation of the construction and use of apparatus necessary for the teaching of physics to Grade XI, illustrating with a set of electrical apparatus which he had constructed himself. This apparatus has since been purchased by the Middleton school board.

Dr. MacKay thought a work-bench might be provided in a separate room, even in country schools, where an anvil, files, saws, etc., could be kept for the pupils, with a gift for mechanics, to work at noon hour. High schools might be obliged to provide such benches in order to draw extra grant. Inspector MacIntosh would take two years for Grade XI, in order to get time for experiments. Principal Goucher allowed his pupils to work experiments for themselves, and thus Grade X had worked nearly every experiment in the chemistry.

Miss Lulu Phinney, of Bear River, taught a model lesson in "English Literature" to a class of Grade IV pupils. Selections from "Hiawatha" were chosen for the lesson.

Miss E. A Parker, of Middleton, then taught a lesson to the same class, subject, "Our Flag." She described the construction of the flag, and endeavored to show what true patriotism was.

The attractive manner in which both subjects were presented won favorable comment from the teachers present.

A paper entitled "The Use of Pictures in the School-room," was read by Principal Harlowe, the writer's name not being given. He had decorated the walls with pictures that may be obtained from the Perry Pictures Co., Malden, Mass., at a trifling cost.

Principal Brittain, of Horton Academy, Prof. Smith and Principal Connolly referred to the importance of cultivating the æsthetic and moral side of pupils by means of pictures.

Principal Longley opened a discussion of the Provincial Teachers' Union by reading its constitution. Dr. MacKay said the union had done much to protect teachers from legal injustice or intimidation. A teacher should pay twenty-five cents per year to help those teachers who become involved in legal difficulty while in proper discharge of their duty rather than wait till they may themselves get into trouble and then join the union and ask their case to be borne by the union. Inspector Roscoe said two cases had occurred in his district of considerable influence upon the subject. The case of Principal Robinson, of Berwick, and Judge Chipman's elaborate decision on the case, served as a rule to teachers and trustees alike. The union supported Mr. Robinson in the case. In the other case a teacher was unjustly accused and dismissed by the trustees, but Secretary Kennedy, of the union, compelled them to reinstate him.

Dr. MacKay explained that by a law just passed, by unanimous vote of trustees and consent of inspector, teachers could be dismissed for incompetency.

Inspector MacIntosh discussed the subject of low salaries ,and offered as remedies (1) regulation of number of teachers to number of schools ; (2) fixing grade of teachers to be employed by various schools ; (3) fixing a minimum salary.

Principal Ruggles extended, on behalf of the citizens of Bear River, an invitation to all teachers to the Summer School of Science at that place. The people of the town are preparing to give those who attend a hearty reception.

Mr. J. H. Crowe, of Annapolis, opened a full and instructive discussion of spelling. The following resolution was the outcome of the discussion : "This Institute respectfully requests that the number of words misspelled by each candidate at the Provincial examination be placed on the summary of marks sent to each candidate."

Principal Creed opened the discussion of geometry by explaining how he taught beginners. He gave many apt suggestions on the subject.

The Institute adjourned after asserting the advisability of meeting in spring rather than autumn, and after passing the customary votes of thanks.

KINGS AND HANTS.

The Annual Teachers' Institute of Inspectorial Division, No. 5, pursuant to previous appointment, met in Canning December 20th and 21st, 1899. The various sessions were held in the basement of the Methodist Church, as that was the largest and most convenient auditorium in the village. The first session opened at 2 p. m., with Inspector Roscoe, President (ex-officio), in the chair. J. S. Layton, B. A., Vice-Principal of Windsor Academy, was appointed Assistant Secretary. The President gave a brief opening address, welcoming the Teachers of his District, speaking words of encouragement to them, and urging upon them the fact that their influence should control everything pertaining to education, both in the school room and beyond its limits. He dwelt particularly upon the surroundings of the school house, and showed how the teachers should exert an influence for the improvement of them.

The first number on the programme was a paper prepared and read by Miss M. A. McKenzie, of the Kentville Academy, on "Composition in the Public Schools." Among the many good points made were these: Knowledge, in order to be impressed, must be expressed in proper language. There are few great writers in Canada, and one reason was the lack of training in the schools. Vocal expression should be cultivated. Local solecisms must be corrected. Expression must be taught. Daily practice is necessary. Too much attention is given to theory from books, and not enough to exercises. The paper, though brief, was pertinent, pithy and very suggestive, and called forth a general discussion of the subject.

This was followed by a paper from P. J. Shaw, Berwick, on the teaching of Agriculture in the common schools. The ideas presented were fresh and novel, much out of the beaten track, but none the less practical. In Cornell University, clubs were formed for Nature Study, and the writer suggested the same idea for a number of teachers in contiguous sections to do the same. He also favored the plan of having garden plots arranged on the school grounds, in which the processes of germination might be studied. A lively and interesting discussion ensued.

At this stage the President announced that a Question Box was prepared, and invited the members to propound any questions bearing on Education they chose, and place them in it. A committee, comprising L. D. Robinson, Charles E. Reid, J. S. Layton, Miss Jennie Ross, and G. U. Hay, Esq., were selected to answer them.

After singing the National Anthem, the session adjourned at 4.30 p. m.

Thursday, Dec. 21st, 1899.

The Institute opened at 9.15 a. m. President in the chair. Miss Etta J. Yuill, M. A., Wolfville, read a paper entitled, "The Educational Value of Literature. True literature, so said the writer, is a revelation of Nature, of Human Nature, and cultivates all the mental powers.

The study of the Ancient Classics is necessary to the meaning of words. It tends to develop the logical faculty and appeals to the spiritual in man. The best literature brings prominently before us the personality of the authors. So, too, it revealed God, Nature and Man, and consequently there thould be wise selections and proper methods of study. One thing should be taken at a time to keep up the interest. Stories should be read to children from Tennyson, Kingsley, Ruskin and others of our choicest writers.

Much discussion followed by Principal Shields, Miss A. Forbes, and G. U. Hay, Esq., and others. The general opinion seemed to be that the child could not understand everything in an author, that all the extracts in the Readers need not be taken, but those of one author, and short dialogues could be prepared on these.

The next paper was entitled the "Three R.'s," and was read by Mr. J. N. Sturk, of Burlington. There was no doubt that after all these subjects should receive prominence. In Reading more attention should be paid to correct enunciation and pronunciation, expression; in Writing, correct position, neatness and legibility; in Arithmetic, accuracy and rapidity. Too much attention is given to principles and forms of stating questions.

The President opened a discussion, and was followed by L. D. Robinson, Charles E. Reid, J. S. Layton, W. H. Woodworth, J. F. Smith, and others.

Session adjourned at 12 m.

Thursday, Dec. 21st, 1899.

The Institute opened at 1.30 p. m. President in the chair. Clarke Gormley presented a quantity of Physical Apparatus he had prepared—Tangent, Galvonometer, Dynamo, Induction Coil, Wheatstone Bridge, Battery. He gave the estimated cost, and showed how all this, and more, could be made by any teacher at little expense. He answered promptly and directly a host of questions.

Miss Forbes, B. A., of Windsor Academy, presented a paper on "How to Teach Entomology." The dissection of an insect should first be made, then a classification of those injurious and beneficial to farmers. A course was outlined for the different grades in all subjects in the Nature Studies. Grade VII should be prepared to do the most work in Botany. Collections should be made in each grade. This paper was most excellent in diction and arrangement, and called forth many favorable criticisms.

At this point a telegram was handed the President from Inspector Craig, Oxford, conveying to this Institute the season's greetings of District No. 10, which was convened at that place. The Secretary, on motion, was authorized to send a suitable reply. Rev. T. Trotter, D. D., President of Acadia College, being present, was then called upon for a short address; also Inspector Creighton, of Halifax. Both these gentlemen spoke words of encouragement to the teachers.

Mr. J. S. Layton, B. A., then gave an illustrative lesson on Drawing, how it should be taught in the High Schools. As the time for discussion was short and the subject very important, it was decided to leave the matter over to another session.

Session adjourned at 5 p. m.

Thursday Evening, Dec. 21, 1899.

The public meeting of the Institute was held in the auditorium of the Methodist church, beginning at 7.30 p. m., the President in the chair. The speakers of the evening were seated on the platform, viz., President Trotter and G. U. Hay, Esq., Editor of the "Educational Review." Rev. John Johnson, pastor of the church, opened with prayer. G. U. Hay, Esq., then gave an address on the Educational Outlook. Patriotism, said the speaker, is to be taught in its broadest and most comprehensive sense. This should include civics, and all that pertained to the native land of the child, its rocks, its plants, its animals, etc. But more, there must be more largely developed the moral and spiritual in the child. He thought the Course of Study was not too extensive, but not elastic enough, and that cramming was being fostered.

He was followed by President Trotter, who most eloquently spoke upon "The Dignity of the Teaching Office." He eulogized and emphasized the dignity of labor, especially of exalted labor, and extolled the work done by the school teacher as primary and fundamental in its importance.

At the close of these addresses the President then called Mr. P. J. Shaw, of Berwick, to the platform, and presented him with a diploma issued by the C. P. I. for knowledge in Agricultural work, and also with a cheque of $50 as the winner in his class in this course at the Normal School. Mr. Shaw was loudly applauded.

The President explained why the Superintendent was not present, as was expected, having gone to Oxford to assist the Institute in session there. The meeting adjourned after singing the National Anthem.

Friday, Dec. 22nd, 1899.

This, the last session of the Institute, opened at 9.15 a. m., with the President in the chair. G. U. Hay then addressed the Institute on "Science Teaching in the Schools." He spoke of the wideness of the theme from Astronomy, in which one could learn at least the names of the principal stars, the constellations; then Plant study, not so much the internal structure as their habits and uses. He emphasized the formation of school gardens, kept by the children under the care of the teacher. A great deal could be taught by talks with the children, and while examinations in these were necessary, still much more should be attempted. He thought the Nature lessons not too extensive. The whole subject was presented in a most interesting and masterly manner.

Mr. Layton, according to arrangement, took up the subject of Drawing, and showed how to teach the cube, how to get the centre of vision, etc. He emphasized the disuse of ruler and compass. Some time was spent in answering questions on the subject.

The question box was then opened, and the committee answered them satisfactorily, although there was great diversity and variety in them.

This finished the prepared programme, and a short business session was held. It was decided to hold the next Institute at Windsor, the time to be left to the executive.

The following officers were appointed: C. W. Roscoe, Esq., M. A., President (ex officio); Miss A. Forbes, B. A., Windsor, Vice do.; J. A. Smith, Secretary-Treasurer; with Principals Shields and L. D. Robinson, Mr. Huggins and Miss E. Yuill.

Votes of thanks were tendered President Trotter, G. U. Hay, Esq., and Mr. Gormley for the part taken by them in the Institute, which had tended to make it the success it was. Brief replies were given. Inspector Creighton wished to place on record his appreciation of the Institute, the class of papers read, the tact of the President, and tendered some advice about teachers being duped by agents of book depots. Also votes of thanks to the Trustees iof the Methodist church for the use of the church, and to Princpal Robinson, of Canning, and associate teachers for their aid and courtesy.

The Secretary reported that the enrolled attendance was 100.

The President then made a few felicitous remarks, expressing his great delight at seeing so many present, and pronouncing the Institute a great success.

After singing the National Anthem, the Institute adjourned *sine die.*

J. A. SMITH, *Secretary.*

CUMBERLAND AND NORTH COLCHESTER.

On Tuesday evening, December 19th, the fifteenth session of the Cumberland and North Colchester Teachers' Institute was opened by a reception in Wood's Hall, Oxford, provided for the visiting teachers by the local teachers. The evening's entertainment was a success in every sense of the word. Councillor Ross' address extended on behalf of the town a most cordial welcome to all.

In his reply Inspector Craig spoke in his easy and pleasant manner of the marked improvements in the town of Oxford, especially that of school accommodation, since the last teachers' convention, nine years ago.

At 9 o'clock a. m. on the following morning, about 140 teachers assembled in the High School for registration, after which the president, Inspector I. C. Craig, delivered a very carefully and elaborately prepared address, especially urging upon the teachers the great necessity for thorough nature-study in our common schools. Miss Bessie J. McNeil then read a paper on "Over-pressure in our Public Schools." A lively discussion on the subject matter of the paper occupied the remainder of the morning session. Dr. Magee, Prin. Slade, A. D. Ross, M. R. Tuttle, W. M. Hepburn, all expressed the opinion that the present high school course is too difficult, and suggested that the amount of work for each year should be shortened, in order to perform it thoroughly.

Wednesday afternoon session opened with an increased attendance. Mr. E. Kaulbach, of the Maritime Business College, at Halifax, gave a very pleasing and profitable address on different phases of book-keeping. He said the subject was much neglected in our public schools. He also said that the cause of failure in book-keeping at our provincial examinations is, that children of 14 or 15 years are unable to grasp the ideas involved in the subject. Mr. Kaulbach gave on the blackboard an account illustrative of a cash book that might be kept by a boy in his own little affairs, followed by some very clear explanations and illustrations in journalizing.

He strongly advised teachers to have their pupils write out every form in their book-keeping course, and perform every transaction as it should be done in actual business.

Principal Slade, of Oxford, said that he had endeavored to follow Mr. Kaulbach's plan in the teaching of book-keeping in his school for some years past, and found it very satisfactory. Have every transaction carried on as it must be done in ordinary business.

Principal McNealy, of Springhill, asked Mr. Kaulbach's opinion on one of the book-keeping questions at the Provincial Examinations of 1899.

Mr. B. W. Chipman, Secretary of Agriculture, then addressed the meeting at some length on the subject of Agriculture and Horticulture, emphasizing the matter of fruit-growing, the making of butter and cheese, and the improvement of cattle by introducing better breeds. He showed the comparative products per annum of gold, coal, and the farm in Nova Scotia, giving the farm a decided preference. He considered farming not only a remunerative vocation, but a noble one, and advised men to take courage from the advancement already made and press forward.

Inspector Craig and Dr. Magee, in speaking to Mr. Chipman's paper, advocated the idea of the farmer having a thorough knowledge of his business, and then carrying on his agricultural operations in a systematic manner. The Doctor thinks farmers make a mistake when they take money off the farm and put it in the b

of doing like the business man who takes his money out of the bank and puts it into his business.

On Wednesday evening, 20th inst., Principal McNealy, of Springhill, assisted by Messrs. Munn and Pippy, interested a very large audience in the Baptist church, by giving them a geographical and historical lecture on the Great North West of Canada, illustrated by sixty-eight elegant lantern views. Dr. Magee, of Parrsboro, followed with an exhibition of the Zeigler Tubes. The various colors shown were both amusing and interesting.

Thursday, December 21st.—Miss Annie B. McKenzie. of East Wallace, read a very carefully prepared paper on "School Environments." The points emphasized in this paper were neatness, cleanliness, tasty ornamentation, tidy playground, etc. The writer very clearly showed that the cooperation of pupils can be secured in making flower beds, planting trees, etc. After a few complimentary remarks by Inspector Craig, Mr. Blair, horticulturist of Nappan, in a short address, gave the Institute some practical advice regarding the planting of trees, viz : maple, pine and spruce. He also said great care should be taken in transplanting trees to preserve all roots and keep them wet during time of removal from the forest to place of planting. Guard against the death of a tree, as it teaches the children failure when success should have been the result.

Dr. Magee gave a short talk on Chemistry, accompanied by a very interesting experiment which drew out the observing powers of those present.

Miss Margaret McPherson taught a lesson to Grade IV pupils, entitled, "From Mineral and Rock to Soil." She brought out a number of important points regarding the operations of nature in changing the form and appearance of things. It was a lesson well worthy of imitation. Principal Slade spoke of her teaching in complimentary terms. The Superintendent of Education said he was pleased with the lesson, and also to see the teachers interested in nature-work.

Principal Crowe, of Central Economy, read a very excellent paper, entitled "Flotsam and Jetsam," which elicited a lively discussion by Messrs. Johnson, Fraser and others.

Dr. Hall, of Truro Normal School, complimented the Institute because the work done thus far has been so eminently practical. He thought the educational problem should be considered under two heads: (1) Proper selection of material; (2) Proper adaptation. The doctor made some practical points on leading the child along lines already interesting to him. May every teacher carry out the suggestions offered by the writer of this paper, and never again work in opposition to nature, especially when it is child nature we are operating on. Messrs. Tuttle, Ross and Slade spoke in favorable terms of the principles set forth in Dr. Hall's paper.

N. D. McTavish, Esq., then read a paper on the Metric Sytem in our course. The subject was ably dealt with by the writer in his usual pleasant style. He argued in favor of the system, showing how arithmetical calculations may be simplified by adopting this method.

Principals Lay, McNealy, Gilroy and Crowe spoke in favor of the metric system. Mr. A. D. Ross gave expression to some valuable hints as to the best method of teaching the tables in this system. The Superintendent of Education said that England engages many German clerks on account of their knowledge of the metric system.

The public educational meeting in the Baptist church on Thursday evening was a grand success. Inspector Craig presided. On the platform, A. H. MacKay, LL. D., Superintendent of Education; Firman McClure, M. P.; H. J. Logan, M. P., and Principal E. J. Lay, of Amherst Academy. Inspector Craig read a letter from Mayor J. A. Dickie, of Amherst, regretting his inability to be present at this meeting. The chairman, Mr. I. C. Craig, complimented the citizens of Oxford in keeping pace with the leading towns of the province in education. He then introduced Dr. A. H. MacKay, Superintendent of Education, who began by expressing himself as pleased to be present at this Institute. He said that he had been profited by the meetings in his aim to have the educational matters of the Province under his control improved, though practically there is no perfect system of education. The world changes, consequently education must change. He congratulated this Institute on being the largest ever held in the Province. He also spoke along the line of practical work in school, emphasizing the idea of thoroughness in teaching, and of making the lessons lead pupils to look at the industrial side of education. Education, in its inception, was for the few, but now it is for all. He expressed himself as much impressed with many things on educational lines in Cumberland and Colchester, making special mention of the work started by Principal Lay when he was School Inspector in District 10, the Joe Howe Memorial Fund, the public school buildings of Oxford, and the efficiency of the schools of the town. He further said that the neatness, cleanliness and freedom from marks or scratches on the building spoke volumes for the youth of Oxford.

Addresses were delivered by Messrs. McClure, Logan, Dr. Hall, Prin. Lay. The latter presented Inspector Craig, in behalf of the Institute, with two very beautiful chairs, one for himself and the other for Mrs. Craig, accompanied by the following address:

DEAR SIR,—We, the teachers of District No. 10, in convention assembled, desire to express our deep sense of the estimation in which we hold you as Inspector. For eight years you have gone in and out among us, giving the most conscientious attention to your duty, without sparing yourself in its arduous nature, nor grudging time nor effort on your part to help us; and, when we failed, to instruct us in the proper discharge of our duties. Although for a long time such have been our feelings, still, in such a scattered community as

you work, and ourselves so widely separated, it is not always possible to express our united sentiments on any particular subject. However, we cannot allow a gathering like this to pass without assuring you of our esteem and goodwill. Along with that, as it is holiday season, we desire you to accept these two chairs as a slight token of our feeling toward you, in which we hope that Mrs. Craig and yourself may spend many a happy evening talking with kindly feelings of the teachers of District No. 10..

Signed on behalf of the Association,

W. R. SLADE,

Secretary-Treasurer of Cumberland and North Colchester Institute.

Mr. Craig made an appropriate reply, and the meeting closed with "God Save the Queen," and three cheers for the Canadian Contingent in South Africa.

Friday morning session, perhaps the most practical and profitable meeting of the Convention, was opened by a very excellent paper, by A. R. McBain, Esq., on "High School Work in the Common School." This paper elicited much interest and lively discussion. The prevailing opinion among those who spoke was that High School work beyond Grade IX should not be done in our miscellaneous schools. The usual votes of thanks and exchange of complimentary remarks were gone through, and then the Institute appointed its officers, viz.:—M. McNealy, Esq., Vice-President; W. R. Slade, Esq., Secy.-Treasurer; A. R. McBain, Miss Jennie Summerville, Miss Etta McAulay, the Principal of Great Village School, and Dr. Magee, Executive Committee.

Session closed with God Save the Queen. Number enrolled, 182. Total number of teachers present, 200.

W. R. SLADE, *Sec'y-Taeasurer.*

FRENCH TEACHERS' INSTITUTE.

Première réunion de l'Institut Acadien des districts de Clare et Argyle, tenue à Church Point le 17 et le 18 Mai, 1900. Présidait, M. L'Inspecteur, le Rev. J. J. Sullivan. Un grand nombre d'instituteurs et d'institutrices des deux districts assistaient à cette réunion.

Etaient présents le Dr. MacKay, Surintendant de l'Education, le Rev. Père Dagnaud, Supérieur du Collège Ste. Anne, l'Hon. A. H. Comeau, etc.

Jeudi matin, à l'ouverture de la première séance, M. le Président fit un chaleureux et éloquent discours de bienvenue aux instituteurs et aux institutrices, les félicitant de la bonne volonté dont ils ont fait preuve en se rendant en aussi grand nombre à cette réunion, puis leur expliqua brièvement le but de l'Institut et termina en insistant

sur la nécessité qu'il y avait d'enseigner le français dans toutes nos écoles acadiennes, à l'exclusion de l'anglais dans les départements primaires.

Cette adresse est suivie de la lecture d'un travail très instructif sur le système métrique, par J. P. Connolly, Principal de l'Académie de Clare. Dans son étude M. Connolly nous explique clairement sur quel principe on s'est basé pour obtenir l'unité de cette mesure ; puis il la compare à notre système, et par des exemples, démontre combien supérieur il lui est, et combien il simplifie les opérations du calcul en général. Ensuite il explique quel avantage il y aurait à mettre ce système en usage dans tous les pays. Il est, dit-il, légalisé par tout, excepté en Russie et au Montenégro, mais jusqu' à présent peu mis en usage. Les Messieurs suivants prirent part à la discussion de ce travail : Rev. J. J. Sullivan, M. M. James Taylor, Symphorien LeBlanc, A. F. Haché, M. Connolly et A. W. Pothier. Ils félicitèrent M. Connolly sur l'excellence de sa conférence dans laquelle il demontre si clairement la supériorité du système métrique sur le nôtre et les avantages qu'il y aurait à l'adopter. Tous sont unanimes à voir ce système substitué au nôtre. A la fin de cette discussion on vote la résolution suivante : Proposé par J. P. Connolly, secondé par M. James Taylor, que ; Attendu que l'enseignement du système métrique étant devenu obligatoire dans nos écoles communes, tous les instituteurs et les institutrices de Clare et d'Argyle, réunis en Convention, supplient les membres du conseil de l'instruction publique, s'ils le jugent nécessaire, de prendre des mesures pour faire pourvoir toutes nos écoles d'un système de poids et mesures métriques. Ensuite vint la lecture d'un intéressant papier intitulé : Le salaire de l'Instituteur est-il suffisant ? par Mlle. Amélia Belliveau. Dans le cours de ses réflexions Mlle. Belliveau démontre clairement combien inférieure est considérée la classe enseignante si nous prenons pour base le salaire que les instituteurs et les institutrices reçoivent, comparé au salaire de toutes les autres professions. Ce travail est discuté avec beaucoup d'entrain et tous s'accordent à dire que si les salaires sont bas, c'est qu'il n'y a pas assez d'entente et d'esprit-de-corps entre les classes enseignantes. Après la discussion sont passées les résolutions suivantes :

1re. Qu' aucun instituteur ou institutrice ne doit s'engager dans une section sans que ce soit à un prix plus élevé que celui de son prédécesseur. Passé à l'unanimité.

2eme. Qu' avant de se mettre sur les rangs pour obtenir une école, le candidat devra premièrement s'entendre avec l'instituteur ou l'institutrice actuellement employé et s'assurer si il, ou elle, désire continuer à enseigner dans cette section.

Passé à l'unanimité.

Ensuite Mlle. Zélie Saulnier donna lecture d'un excellent papier " Le Français et l'Anglais doivent-ils être enseignés conjointement dans les départements primaires." Mlle. Saulnier nous a habilement

démontré combien il était désavantageux à l'élève de lui faire apprendre une langue étrangère avant d'avoir, une certaine connaissance de sa langue maternelle.

Ce papier est discuté par le Rev. Père Dagnaud, le Rev. Père Sullivan, M. James Taylor, M. J. P. Connolly, M. le Dr. MacKay, Surintendant de l'Education. Tous sont unanimes à dire que le Français devrait être enseigné à l'exclusion de l'Anglais dans tous les départements primaires de nos écoles publiques. M. le Surintendant dit qu'il est surpris qu'on n'ait pas réclamé contre cet état de choses auparavant; il dit qu'il est convaincu qu'on ne peut, apprendre une langue étrangère avant de posséder les premiers éléments de sa langue maternelle, et qu'il croyait qu'au moins les trois premières années devraient être consacrées à l'étude du français dans toutes nos écoles acadiennes. Il demande l'opinion de l'Institut sur cette question. Alors il fut proposé et secondé que le français devrait être enseigné dans toutes nos écoles acadiennes, à l'exclusion de l'anglais, les quatre premières années et qu' ensuite les deux langues seraient enseignées conjointement.

M. James Taylor fait allusion au manque d'appareils dans nos écoles françaises et dit que des démarches devraient être faites auprès du conseil de l'Instruction Publique pour qu'il oblige les commissaires d'écoles à pourvoir leurs écoles des appareils nécessaires, sinon leur faire perdre l'allocation provinciale.

A la séance de Jeudi après midi M. James Taylor lut une adresse à M. le Surintendant de l'Education, lui exprimant la haute appréciation de l'Institut pour le vif intéret qu'il porte à l'éducation des Acadiens ainsi que l'honneur que leur fait sa présence au milieu d'eux.

M. le Surintendant, au milieu d'un tonnerre d'applaudissements se lève et en termes sympathiques répond à cette adresse; il remercie d'abord l'Institut pour tous les sentiments qui sont exprimés dans l'adresse et les paroles flatteuses dont il est l'objet; il fait remarquer ensuite qu'il était heureux de constater que la classe enseignante parmi les Acadiens prenait une part si active dans la cause de l'éducation. Je remarque aussi, dit-il, avec plaisir, que les discussions des divers sujets traités ici, sont faites avec entrain et courtoisie; je puis vous dire aussi, sans flatterie, que cet Institut, quoique à son début. d'après ce que j'en vois, n'est nullement inférieur à aucun de ceux auquels j'ai eu le plaisir d'assister. Ensuite M. le Surintendant insiste de nouveau sur la nécessité d'enseigner le français à nos élèves acadiens si nous voulions parvenir à leur faire apprendre l'anglais. De plus il nous assura de son appui en tout ce qui concernerait l'enseignement du français dans nos écoles et enfin termina en félicitant M. l'Inspecteur, le Rev. J. J. Sullivan, des bons résultats qu'il avait déjà obtenus par la formation de cet Institut qu'il considérait comme un puissant levier, qui sans aucun doute, co-opèrerait beaucoup à hausser le niveau de l'enseignement dans nos écoles

acadiennes. Son discours est souvent interrompu par de chaleureux applaudissements. L'Hon. A. H. Comeau qui porte toujours un vif intérêt à la cause de l'éducation, surtout celle de ses compatriotes, fit des remarques très appropriées sur la nécessité de l'adoption d'une série de livres de lecture français.

Jeudi soir, il y eut assemblée publique dans la salle du collège Ste. Anne et en dépit du mauvais temps, l'assemblée était très nombreuse. Le Rèv. J, J. Sullivan agissait comme président. A l'ouverture le Rev. Père Dagnaud souhaita à M. le Surintendant, au nom du Collège Ste. Anne, une cordiale bienvenue, après quoi M. le Président présenta M. le Dr. MacKay qui parla près d'une heure sur la grande question de l'éducation. L'éloquence avec laquelle il prononça son discours ainsi que le vif intérêt qu'il éveilla, captiva l'attention de son auditoire qu'il tint suspendu à ses lèvres du commencement à la fin et qui souligna les passages particulièrement heureux d'applaudissements frénétiques. Ensuite le Revd. Père Dagnaud, l'Hon. A. H. Comeau, M. P. P., ainsi que M. Connolly parlèrent sur le même sujet.

A la fin de l'assemblée M. le Président félicita M. le Surintendant de l'intéressant discours qu'il venait de nous faire entendre, puis remercia le Rev. P. Dagnaud de l'obligeance qu'il avait eu de mettre la salle du Collège à la disposition des instituteurs et des institutrices ainsi que du public, puis ajourna l'assemblée au lendemain.—Vendredi séance du matin

Lecture d'une étude sur l'arithmétique par M. A. W. Pothier. Ce papier fut très intéressant du commencement à la fin et fut discuté par le Rev. P. Dagnaud, M. Connolly, A. F. Haché, etc.

Lecture d'un papier intitulé "Le Français est-il suffisamment enseigné dans nos écoles," par M. E. M. Belliveau. M. Belliveau a su habilement démontrer combien insuffisant était l'enseignement du Français dans nos écoles. Mlle. Joséphine Melançon sur le "School Premises." Ce papier a été beaucoup apprécié et longuement discuté. Ensuite Mlle. Rose Anne Thibodeau nous donna lecture d'un excellent papier sur le travail et l'ordre en classe. Quoique toute jeune encore Mlle. Thibodeau fit preuve de son habileté dans l'art d'enseigner et de la manière de distribuer le travail en classe.

Un papier intitulé "Nos livres de lecture" préparé par M. Adolphe Thèriau donna lieu à une chaude discussion à laquelle prirent part A. W. Pothier, O. A. Soucie, J. P. Connolly, A. F. Haché, S LeBlanc, Rev. J. J. Sullivan, Rev. P. Dagnaud et Mme. Theriau. A la fin de la discussion fut passée la résolution suivante qui a été adoptée à l'unanimité :

Proposé et secondé que le livre de lecture "Les grandes Inventions modernes" soit condamné et rejeté de la liste des livres adoptés par le conseil de l'Instruction publique. Passé à l'unanimité.

Election des officiers pour l'année courante :

Président.....Rev. J. J. Sullivan.
Vice-Président.....James Taylor.
Secrétaire.....O. A. Soucie.
Comité—A. W. Pothier, Raymond D'Entremont, Mlle. Rose Anne Thibodeau, Mlle. Helen Amireau.

Sur motion l'assemblée est ajournée pour le mois de Mai prochain.

O. A. SOUCIE, *Secrétaire.*

SUMMARY REPORT IN ENGLISH.

[From the Morning Chronicle.]

The first meeting of the French teachers of Clare and Argyle opened up at Church Point on last Thursday morning at 9 o'clock. It was largely attended and proved a great success. Dr. A. H. MacKay, Superintendent of Education, assisted. On entering the school room where the teachers had convened, he was warmly welcomed and presented with an address on behalf of the Institute by Mr. James Taylor, the Vice-President.

The Superintendent's reply at once gained the hearts of all present, and inspired us with confidence and courage on entering upon our sessional work. On Thursday evening at 7.30 o'clock a public meeting was held in St. Anne's College Hall, Rev. J. J. Sullivan, President of the Institute, in the chair.

The chief speaker was Dr. MacKay, who for over an hour held the undivided attention of a very large and enthusiastic audience, among others, the faculty and students of the College. The lecture was truly a brilliant effort, indicative of a mind possessing extraordinary educational executive ability, and in touch with all the requirements of our public school system.

At the conclusion of the lecture appropriate remarks were made by Rev. Father Dagnaud, Superior of St. Ann's College; Hon. A. H. Comeau, M. P. P., and Mr. Connolly, Principal of Clare Academy. After a few well chosen words from the chairman, the National Anthem brought to a close the most interesting meeting ever held in Clare in the interest of public school education.

The teachers continued in session all day Friday. The papers read throughout the convention were, without exception, most interesting, well thought out, carefully written both in French and English, and discussed with a vim not often found in similar meetings. Many resolutions, after being thoroughly debated, were adopted as to the urgent necessity of changes being made both in the method of teaching and as to the books in use in our French schools.

Before closing, Mr. Haché, on behalf of the teachers, presented the President, Rev. J. J. Sullivan, with an address, expressing in warmest terms the appreciation of his successful work in the inspection of our schools, and as organizer of our Institute. By unanimous vote Pubnico was chosen as the next place of meeting.

ANNUAL REPORT

OF THE

SUPERINTENDENT OF EDUCATION

ON THE

Public Schools of Nova Scotia,

For the Year ended 31st July, 1901.

HALIFAX, N. S.:
COMMISSIONER PUBLIC WORKS AND MINES,
KING'S PRINTER.
1902.

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EDUCATION OFFICE,

HALIFAX, *March, 1902.*

SIR,—

I have the honour to transmit herewith, to be laid before His Honour the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended 31st July, 1901.

I am, with respect,

Your obedient servant,

A. H. MACKAY,

Superintendent of Education.

To the HON. J. W. LONGLEY, D. C. L., F. R. S. C.,
Attorney-General, and Acting Provincial Secretary.

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PART I.

GENERAL REPORT, 1901.

PROVINCIAL NORMAL SCHOOL BUILDINGS, TRURO, N. S., 1901.

ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA.

1900-1901.

To His Honour, Hon. Alfred Gilpin Jones,
Lieutenant-Governor of Nova Scotia:

May it Please Your Honour,—

I beg, in accordance with the law, to submit my Annual Report on the Public Schools of the Province, for the School Year ended 31st July, 1901.

For much detail otherwise necessary in an annual report, I submit as supplementary, the April and October issues of the *Journal of Education*, sent free according to law to every board of public school trustees in the Province. They contain, among other information, the names of the teachers employed in the schools, the amount of the provincial aid paid each, the amount of the municipal fund paid each section, the names and classes of the teachers licensed and of the graduates of the Normal School, the names and standing of those who obtained "pass" certificates of the four provincial high school grades, the provincial examination question papers, the courses of study for various kinds of schools, and the latest amendments of the school law.

GENERAL SUMMARY.

The number of pupils in attendance at School during the year was less by 1,719 than last year. The causes are alluded to in some of the inspectors' reports in the appendix. While epidemics affected the schools in some districts, industrial activity had the same effect in other places. Over two-thirds of this decrease were boys. That there is no decrease of population is indicated by a considerable increase in the lowest grades, and a slight increase in the high school grades, although there were thirty less schools in operation.

This decrease was due mainly to the counties of Inverness, Victoria and Richmond; for, as shown further on, five counties maintained their own, and five others increased the number of schools.

Five Manual Training schools, with an aggregate of 1,238 pupils, went into operation for the first time under the new law; and there is the prospect of a large increase next year.

The Provincial Aid to teachers under the new scale gave each class of teachers a slightly increased grant, as was estimated.

The scholarship standard of all new teachers has been raised without causing a stringency in the supply—the scarcity in the eastern counties being due to local causes.

The Science building of the Provincial Normal School has been finished and thoroughly equipped, and the main building has also been partly remodeled and improved.

The scheme for the gradual supplying of our schools with trained teachers, originated in 1893, is still carrying out the promise of its early years, without causing the stress and dislocation which would inevitably have been produced by a more direct method. This gradual evolution is illustrated by the following figures showing the number of Normal-trained teachers employed by our school boards in preference to others for the nine years from 1893 to 1901, namely:—

408, 499, 616, 690, 752, 798, 840, 887 and 947.

Although the number of schools in operation was thirty less than last year, and the general expenses correspondingly less also, as shown on page 11, it is gratifying to find that the school libraries and general equipment of the fewer schools exceeded considerably all of last year. This indicates without any doubt a healthy tone of activity in the schools.

In the high school grades there has also been great activity—in some places, if a few of the press correspondents can be relied upon—excessive activity, showing itself in a tendency to press forward some pupils who were not previously sufficiently prepared, or who for other reasons should not be required to take a full course, to win certificates of high school scholarship. In order to save even a few pupils from such pressure, it may be necessary for the central authority to compel the attention of school boards to their responsibilities in adopting inelastic or unreasonable local regulations. It is possible that in some places the elastic "full course" prescribed as imperative for certificates, has been

interpreted as imperative for pupils; although the other regulations and the statistical forms to be filled in both registers and returns should be sufficient to preclude such a notion. This defect, however, if it does really exist, is not related to the serious defect of apathy; but rather to errors of judgment in teacher or parent. It will be much easier to quiet excessive and misdirected activity than to quicken apathetic schools, which our high schools at the present moment are certainly not.

Finally, the people are becoming alive to the value of good school accommodation for their children, as is evidenced by the improved buildings which are going up in every quarter of the Province. Inspectors are bringing reasonable pressure on those who require it, not only to improve the school house, the home of the children for a large portion of the day, but to consolidate small and poor sections, so that a good school house and a worthy teacher can be maintained. That this expense, while painful to the unappreciative and obstructive minority in such localities, is not excessive, is shown by the comparison of the cost of schools in Nova Scotia with those of the States, given on pages ix and x following.

I now present a statistical abstract of the school year, comparing each item with the corresponding item of the previous year, then a conspectus of public school statistics from 1820 to date, followed by a comparison of our school expenditures with those of the principal groups of the United States from 1871 to 1900.

Then the detailed report follows, mainly in the order suggested by the statistical tables.

STATISTICAL ABSTRACT.

1.—Sections.

	1900.	1901.	Decrease.	Increase.
School Sections in Province	1875	1848	27	....
Sections without Schools	132	145	....	13

2.—Sections.

Schools in operation	2417	2387	30	....
" session 50 days or under	9	13	....	4
" " 50 to 100 days	30	39	....	9
" " 100 to 150 days	117	107	10	....
" " 150 to 200 days	235	298	....	63
" " 200 (and less than full term)	1138	1016	122	....
" " full term	888	914	....	26
Average days in session	203.7	200.6	3.1	....

3.—Teachers.

Number of Teachers	2557	2492	65	....
" " Normal trained	887	947	....	60
Class A., Male Teachers	70	79	....	9
" A., Female "	19	25	....	6
" B., Male "	143	122	21	....
" B., Female "	270	300	....	30
" C., Male "	184	166	18	....
" C., Female "	761	737	24	....
" D., Male "	219	173	46	....
" D., Female "	891	890	1	....
Total Male Teachers	616	540	76	....
Total Female Teachers	1941	1952	....	11
New Teachers	463	466	....	3
Teachers, service 1 year or under	656	658	....	2
" " 1 to 2 years	274	310	....	36
" " 2 to 3 years	238	244	....	6
" " 3 to 4 years	227	198	29	....
" " 4 to 5 years	163	163	....	....
" " 5 to 7 years	258	241	17	....
" " 7 to 10 years	275	235	40	....
" " 10 to 15 years	216	213	3	....
" " 15 to 20 years	114	115	....	1
" " 20 to 30 years	108	84	24	....
" " 30 years and over	28	31	....	3
New Licenses issued (all classes)	896*	830	66	....

* Incorrectly given as 913 in Report for 1900.

4.—Attendance.

Pupils on register, 1st quarter	81,972	72,227	9,745	....
" " 2nd "	90,181	87,476	2,705	....
" " 3rd "	93,475	91,518	1,957	....
" " 4th "	99,670	96,774	2,896	....
Av. Daily Attendance, 1st "	57,148	54,596	2,552	....
" " 2nd "	54,106	50,172	3,934	....
" " 3rd "	51,857	50,442	1,415	....
" " 4th "	54,035	52,810	1,225	....
Total Days' Attendance for year	11,318,771	10,763,651	555,120	....

5.—Classification of Pupils.

Grade I. (and Kindergarten)	18,798	19,185	....	387
" II	13,257	13,089	168	....
" III	12,256	11,975	281	....
" IV	12,816	12,655	161	....
" V	10,666	10,590	76	....
" VI	9,014	8,700	314	....
" VII	8,825	8,292	533	....
" VIII	7,248	6,628	620	....
Total in Common School Grades	92,880	91,114	1,766	....

Grade IX	4,391	4,461	....	70
" X	1,894	1,850	44	....
" XI	865	878	....	13
" XII	99	107	....	8
Total in High School Grades	7,294	7,296	....	47
Total in Public Schools	100,129	98,410	1 719	....
Wrote at High School Exams	3,459	3,470	....	11
Passed in Grades written for	1,898	1,511	387	....
Full Academic High School Pupils	1,618	1,584	34	....
Full non-Academic High School Pupils	4,053	4,070	....	17
Partial High School Pupils	1,578	1,642	....	64

6.—Section Statistics.

Property in Section	$82 641,987	$82,026,153	$615,834	....
School Property in section	1,675,629	1,632,460	43,169	....
Vote at annual meeting	519,620	470,108	49,512	....
Buildings and repairs	120,551	86,532	34 019	....
Teachers' salaries	380,681	370,934	9,747	....
Vols. in school libraries	14,334	14,789	.....	455
Maps, charts, globes, etc	7,991	8,017	.....	26
Scientific app. and collection	16,271	18,059	.....	1788
Total lit. and scien. app	55,132	57,573	.....	2441

7.—Total Expenditure.

Total Provincial Aid	$248,309	$254.778	.....	$6,469
Total Municipal Funds	119,923	119,876	$47	.....
Total Section Assessment	519,620	470,108	49,512	.....
Total Expenditure, Public Education	$887,852	$844,762	$43,090	

8.—Enrolment and Average Attendance of Pupils.

Total annual enrolment	100,129	98,410	1,719	....
Daily present on an average	56,224	53,643	2,581	....

HISTORICAL AND COMPARATIVE STATISTICS.

The historical and comparative statistics given in the following tabulations are of general interest, and explain themselves without the aid of comment:

CONSPECTUS OF PUBLIC SCHOOL STATISTICS

(A) Before the Free School System.

Year.	Average No. of Teachers, Winter and Summer.	Average No. of Pupils enrolled, Winter and Summer.	Local Funds, $4 = £1.	Provincial Grants, $4 = £1.	Total Cost of Schools.	Annual Cost per Pupil "enrolled."	Remarks.
1820	.....	.....	.....	.....	$ 34,720	....	
4	217	5,514	.....	.....	.....	.....	
8	.....	6,639	.....	.....	.....	.....	
9	.....	12,000	.....	.....	.....	.....	
1831	375	12,941	$ 48,792	.....	.....	.....	Common Schools only.
2	423	11,771	31,367	$ 7,338	38,705	$3 29	
3	457	13,161	57,602	16,628	74,230	5 64	
4	444	12,573	37,468	17,865	55,333	4 40	
5	530	15 292	49,813	27,323	77,136	5 04	
6	550	16,000	60,000	28,000	78,000	4 88	
1841	648	20,910	.....	.....	.....	.....	
2	854	29,382	83,973	36,112	120,095	4 09	Common and High Schools.
3	939	29,723	92,272	34,396	126,668	4 26	
4	935	30,979	88,190	36,255	124 445	4 02	
6	1001	33,960	79,828	37,712	117,540	3 46	
7	1041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,328	100,556	42,368	142,924	5 64	J. W. Dawson.
1	878	20,579	93,611	42,675	136.286	4 61	"
2	967	32,762	107,107	47,982	155,389	4 74	"
....	.....	.....	.....	.....	.....	.....	
4	907	31,010	103,608	46,642	150,250	4 85	M. & R.
....	.....	.....	.....	.....	.....	.....	
6	.....	31,307	104,047	42,355	146,402	4 68	A. Forrester.
7	1002	34,356	128,222	53,519	181,741	5 29	"
8	1127	33,742	129,672	53,319	182,991	5 42	"
9	1061	35,581	135,041	46,891	181,932	5 11	"
1860	1059	35,293	121,873	45,742	167,615	4 75	"
1	1043	33,652	129,775	46,833	176,608	5 25	"
2	1092	36,087	129,999	47,888	177,887	4 93	"
3	1072	37,483	130,664	45,472	176,136	4 70	"
4	1112	35,405	115,226	47,930	163,156	4 61	T. H. Rand.

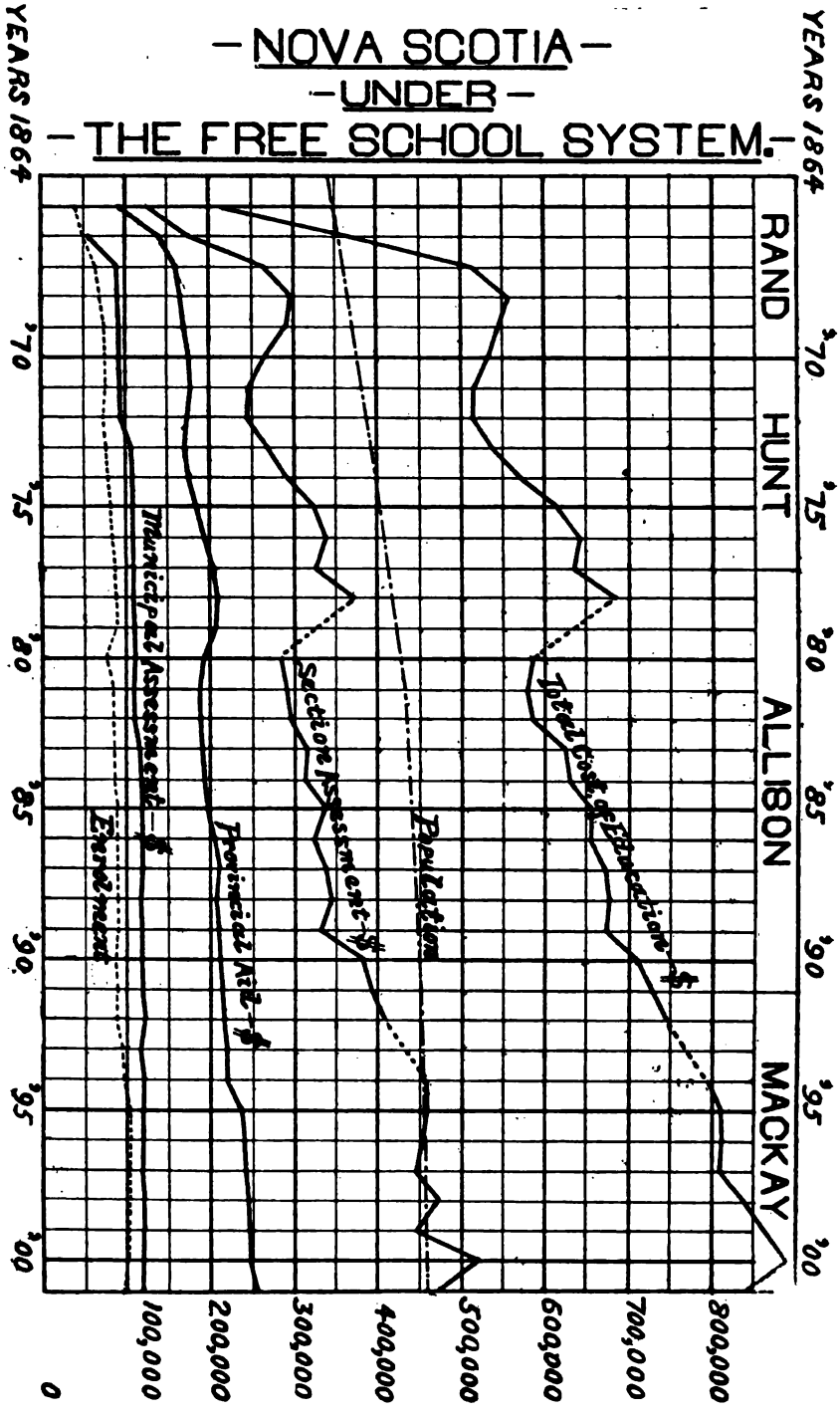
(B). Under the Free School System.

Years.	Av. No. Teachers, W. and S. Terms.*	Average enrolment of Winter and Summer Terms.*	Daily present on an average	Av. % of enrolments in Daily Attendance	School Section Assessments.	County Assessments.	Provincial Grants.	Total cost of Public Education.	Annual cost per Pupil in Daily Attendance.	Remarks.	
1865	916	39,461	23,572	60.0	$124,673	.....	$ 93,263	$217,936	9.25	Rand.	Semi-Annual Terms.
6	1059	50,574	29,239	57.8	176,252	$ 55,462	136,821	368,535	12.60		
7	1310	65,896	36,943	56.1	262,913	91,477	162,000	516,390	13.98		
8	1390	68,612	39,781	58.2	298,659	91,958	164,750	555,367	13.98		
9	1515	74,139	43,078	58.1	286,754	91,760	167,387	545,901	12.67		
1870	1569	75,279	42,177	56.0	266,160	91,762	174,602	532,524	12.62	Hunt.	
1	1620	75,995	43,612	57.4	247,209	91,762	176,174	515,145	11.81		
2	1592	73,638	40,806	55.4	245,759	95,461	171,395	512,615	12.56		
3	1624	74,297	41,392	55.3	265,274	105,029	165,562	535,865	12.94		
4	1658	76,277	44,143	55.0	287,349	107,301	175,013	569,663	12.90		
5	1775	79,123	44,229	55.3	320,130	107,396	185,565	613,091	13.86		
6	1810	79,813	45,373	56.3	338,838	106,781	194,605	640,224	14.11		
7	1888	82,364	46,690	56.8	324,550	106,833	204,266	635,649	13 61	Allison.	
8	1954	82,846	48,951	59.0	368,282	106,920	208,115	683,317	13.96		
9	1985	82,998	45,857	55.4	.....	107,181	205,575	.....	.....		
1880	1809	76,393	42,580	55.7	281,561	107,181	196,217	584,959	13 74		
1	1881	78,828	43,461	55.1	286,086	106,695	185,519	578,300	13.31		
2	1932	79,042	43,746	55.3	290,564	106,949	184,627	582,140	13.31		
3	1961	80,477	45,650	56.7	316,477	120,340	186,088	622,905	13.65		
4	2014	82,153	47,280	57.5	314,172	120,345	191,124	625,641	13.23		
5	2054	84,025	48,398	57.8	334,644	120,328	199,188	653,560	13.50		
6	2111	85,714	51,142	59.6	321,954	120,377	209,834	652,165	12.75		
7	2143	85,474	50,055	58.5	337,216	119,047	216,085	672,348	13.43		
8	2153	84,534	48,707	57.6	346,314	118,485	211,196	675,995	13 88		
9	2182	84,429	50,038	59.2	341,716	118,281	212,922	672,919	13.45		
1890	2214	85,482	49,620	58.0	377,529	118,349	213,434	709,312	14.29		
1	2229	83,548	49,347	59.0	393,077	118,301	213,906	725,284	14.69	MacKay	
2	2268	85,077	50,975	59.8	410,017	120,127	216,430	746,574	14.65		
3	2319	94,899	50,103	52.8	413,448	89,623	166,040	669,111	13.35	(¾ year)*	Annual Term.
4	2351	98,710	51,152	51.8	454,200	120,507	220,436	795,143	15.54		
5	2399	100,555	54,006	53.7	453,144	119,900	238,760	811,804	15.03		
6	2438	101,032	54,015	53.4	450,972	120,018	242,345	813,335	15.05		
7	2485	100,847	54,922	54.4	448,263	119,602	242,811	810,676	14.76		
8	2510	101,203	57,771	57.	473,104	119,869	245,837	838,810	14.52		
9	2494	100,617	55,919	55.5	447,906	120,032	246,462	814,450	14.56		
1900	2557	100,129	56,224	56.1	519,620	119,923	248,309	887,852	15.79		
1	2492	98,410	53,643	54.5	470,108	119,876	254,778	844,762	15.75		

*In 1883 the transition was made from the school year of *two* terms ending on the 31st October to the school year of *one* term ending on the 31st July. This school year, therefore, consisted of the nine calendar months from the 1st of November to the 31st of July 1893. From this date the *second* column of the table above gives the "No. of Teachers during the year," and the *third* column gives the "Annual Enrolment."

This table has been carefully compared with the records; so that its figures can be assumed to be correct when there is any difference between them and those in any table previously published.

On the following page is shown a graphic representation of the above comparative growth of Provincial, Municipal and Sectional cost of education, with the population and enrolment of pupils from 1864 to 1901.


-NOVA SCOTIA-
-UNDER-
-THE FREE SCHOOL SYSTEM.-
YEARS 1864
'70
'75
'80
'85
'90
'95
'00
RAND
HUNT
ALLISON
MACKAY
Total Cost of Education $
Population
Section Assessment $
Municipal Assessment $
Provincial Aid $
Expenditure
800,000
700,000
600,000
500,000
400,000
300,000
200,000
100,000
0

SCHOOL EXPENDITURES PER CAPITA OF "AVERAGE ATTENDANCE" IN THE UNITED STATES OF AMERICA AND NOVA SCOTIA FOR THE SCHOOL YEARS ENDED AS FOLLOWS:

YEAR.	The United States.	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	Nova Scotia.
1871	$15 20	$18 31	$10 27	$9 06	$14 87	$21 87	$11 81
1872	15 93	18 86	10 46	9 08	16 36	23 57	12 56
1873	16 06	19 89	9 25	8 39	16 53	25 04	12 94
1874	15 85	19 89	9 01	7 55	16 57	24 36	12 90
1875	15 91	20 17	8 98	7 51	16 69	26 85	13 86
1876	15 70	19 14	8 65	6 70	16 91	26 35	14 11
1877	14 64	17 89	7 68	6 25	15 93	24 69	13 61
1878	13 67	16 55	7 21	5 98	15 08	25 82	13 96
1879	12 97	16 05	6 76	5 65	14 22	23 39	.....
1880	12 71	15 64	6 60	5 40	14 39	22 59	13 74
1881	13 61	17 14	7 22	5 72	15 19	23 81	13 36
1882	14 05	17 35	7 63	6 25	15 79	24 32	13 31
1883	14 55	18 17	7 46	6 17	16 69	25 39	13 65
1884	14 63	18 37	7 44	6 26	16 90	24 69	13 23
1885	15 12	19 19	7 32	6 74	17 53	26 31	13 50
1886	15 06	19 11	7 33	6 93	17 45	25 52	12 75
1887	15 07	19 38	7 33	6 88	17 45	24 85	13 43
1888	15 71	20 60	7 61	6 60	18 29	27 38	13 88
1889	16 55	21 64	7 77	7 12	19 39	29 37	13 45
1890	17 23	23 58	7 78	7 28	19 70	30 57	14 29
1891	17 54	23 66	8 52	7 78	19 42	33 42	14 69
1892	18 20	24 89	8 74	7 82	20 13	33 55	14 65
1893	18 58	25 91	8 65	7 72	20 62	33 57	*13 35
1894	18 62	26 21	8 61	7 58	21 29	29 06	15 54
1895	18 41	26 84	8 58	7 69	20 26	27 32	15 03
1896	18 76	28 45	8 87	7 60	20 09	27 16	15 05
1897	18 67	28 77	9 32	7 09	19 75	25 86	14 76
1898	18 76	29 34	8 97	7 09	19 47	28 29	14 52
1899	18 99	29 11	9 79	6 92	20 32	26 52	14 56
1900	20 29	31 72	10 68	7 34	20 85	30 44	15 79

* Three-fourths of a year.

EXPENDITURE "PER PUPIL IN AVERAGE ATTENDANCE" IN EACH STATE OF U. S. A. AND IN NOVA SCOTIA, FOR THE YEAR 1900 —ARRANGED IN ORDER OF AMOUNTS

Nevada	$47 81	West Virginia	$21 27
New York	38 97	Utah	21 21
Colorado	38 12	Indiana	19 28
Massachusetts	37 76	Michigan	18 68
Montana	35 44	Idaho	18 22
California	35 00	Wisconsin	17 73
District of Columbia	34 63	Kansas	17 66
Rhode Island	34 09	Maine	17 53
North Dakota	33 08	Missouri	16 99
New Jersey	30 26	NOVA SCOTIA	15 79
Arizona	29 45	New Mexico	15 31
Connecticut	28 58	Delaware	13 99
Washington	27 98	Texas	11 35
Pennsylvania	25 12	Oklahoma	10 77
Wyoming	24 95	Florida	10 21
Oregon	24 75	Virginia	9 70
Nebraska	24 22	Kentucky	8 58
Illinois	24 07	Louisiana	7 76
South Dakota	23 51	Arkansas	7 01
Minnesota	23 15	Georgia	6 64
Vermont	22 85	Mississippi	6 48
New Hampshire	22 02	Tennessee	5 17
Maryland	21 95	South Carolina	4 44
Iowa	21 89	North Carolina	4 34
Ohio	21 63	Alabama	3 10

COMMENTS ON STATISTICAL TABLES.

School Sections.

Table I shows a decrease of 27 school sections. Were this all due to the consolidation of small sections it would mean a great gain. But it is only partly due to this cause. In the following counties sections ceasing to exist on account of the shifting of the population were written off by the District School Commissioners, namely, Guysboro 12, Inverness 10, and Kings 3. Union of sections occurred in Cumberland, Richmond and Inverness. It is hoped that during the present year this consolidation may go on at a more rapid rate. It is to be regretted that there is still a tendency to subdivide sections, just in those counties where such a tendency has already done most evil.

School Sections Without School.

Hants, Lunenburg and Queens counties have signalized themselves by having no section without school.

As compared with last year the following counties improved by the number of schools given after each; Halifax 3, Guysboro 2, Hants 1, Lunenburg 1, Yarmouth 1. The following are the same as last year: Antigonish, Cumberland, Digby, Halifax City, Pictou, Queens and Shelburne. The following went back: Annapolis 1, Inverness 1, Colchester 3, Cape Breton 4, Kings 4, Richmond 4, and Victoria 4.

In the appendix will be found a list of the sections without school, with notes describing their general condition.

Enlarging Sections.

The geographical extent of a school section in a region which is not wealthy and thickly settled is recommended by the Regulations to be not less than the space swept by a radius of two miles—about 8,000 acres. The disadvantage of being even *two* miles from the school-house is more than compensated for by a steady school and a good teacher.

In the four counties of the island of Cape Breton (although 428 schools were open), there have been 78 sections without school, namely, in Cape Breton 36, in Inverness 22, in Victoria 12, and in Richmond 8. Now, throughout the whole Island, the geographical size of the school sections do not average one-half the size recommended. But, as will be seen from the statement referred

to above, as in the appendix, many of these sections are in outlying regions, where even the geographical area recommended could not be of any material advantage to the school.

Each of the 428 schools had an average daily attendance of only 20. Were the sections of double the average size as they should be, each would have an attendance of about 40, and would be strong enough to support good teachers.

This state of affairs is responsible for a considerable number of these vacant schools, when we know that there are hundreds of teachers in the province who could not obtain schools, and in some inspectorates none of the lower class teachers were employed. The industrial activity in Cape Breton has also, no doubt, intensified the difficulty, by offering stronger inducements to those who would otherwise teach for the small pittance which can be offered as a salary in a poor section, perhaps one-third or one-fourth of its proper size.

The attention of Inspectors and District School Boards has been directly called to this state of affairs, while the law has been so changed that small sections can be united by them, *nolens volens*, if necessary. Poor sections which receive *one-third* more of Provincial and Municipal grants must now qualify by being enlarged to the proper size if it is possible.

Guysboro had 12 sections without school; but under the tactful management of Inspector Macdonald this number is being lessened very rapidly at present. It will be seen that Inspector Macdonald in his report suggests a special Institute to be held at some central point for the island of Cape Breton and the counties of Antigonish and Guysboro—which I recommend to the Council.

Union of Several Small Sections.

In my last two reports I referred especially to excellent results obtained in Australia and some of the States in uniting several sections and conveying the distant children to school at the expense of the united Section. In this manner it is possible, where the conditions are favorable, for the poorest sections to enjoy the advantage of a graded school, a comfortable school room and good teachers, at no greater cost than the inadequate if not useless schools otherwise possible.

Some attempt was made to stimulate sections to try this plan; but the cost of conveyance, in the places considered, appeared to be too great to the cautious men interested.

Professor Robertson, on behalf of Sir William Macdonald, thought the scheme was worthy of trial; and in order to extend to the poorer rural parts of the country some such benefit as his Manual Training demonstrations introduced to the more populous centres, he intimated the possibility of Sir William's assuming the cost of some initial demonstration of the scheme. He has since published his intention of making this test.

The towns and villages offer the most promising centres of consolidation for surrounding sections, and it is hoped we may soon have some decisive experiments.

TEACHERS.

Sixty-five teachers less were employed this year than the year previous. As the schools open were only 30 less, it follows that there was an improvement of 35—that is, 35 schools which had two teachers last year for different portions of the year, were unbroken this year by a change of teachers.

Another desirable feature is shown in Table II, the increase of the highest class of teachers. This has been stimulated by the new regulations for "Superior Schools." When trustees put their school building, grounds and equipment on a superior plane and engage the service of a Class "A" teacher, the effort is recognized by allowing the teacher to participate in the Class "A" grant. This tends not only to the improvement of school accommodations, but to the retention of more of the higher class teachers in the profession, while it prepares the way for the abolition of the lowest class in the near future.

Another satisfactory trend is visible in the continued growth of the proportion of Normal-trained teachers in the profession since 1893. As teachers are employed by school boards it is evident that those who have had training in our Provincial Normal Schools are on the whole preferred to others. The following table shows this continuous trend, which not only speaks well for the Normal School but promises well for improved teaching:—

Normal-Trained Teachers Employed.

Counties.	1893.	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.
Annapolis	25	25	33	35	33	38	45	51	60
Antigonish ...	2	7	6	6	10	13	20	25	25
Cape Breton ..	17	22	29	33	34	41	43	49	47
Colchester ...	63	67	85	98	106	101	87	88	90
Cumberland ..	75	83	95	104	109	104	114	107	119
Digby	17	14	14	27	28	28	31	29	32
Guysboro	2	13	18	13	18	16	24	29	27
Halifax Co...	23	40	57	57	53	57	60	56	54
Halifax City..	31	35	34	38	44	48	54	59	62
Hants	45	38	48	46	51	63	62	63	74
Inverness	7	7	17	20	21	24	25	31	39
Kings	23	35	48	43	49	40	40	52	59
Lunenburg ...	23	34	38	51	57	63	61	60	59
Pictou	20	33	41	49	56	53	52	56	55
Queens	5	7	7	15	10	15	13	18	14
Richmond	5	9	6	7	13	10	16	18	17
Shelburne	3	4	5	13	16	18	19	21	25
Victoria.....	4	4	9	6	7	19	20	15	20
Yarmouth	18	22	26	29	37	47	54	60	69
Totals ..	408	499	616	690	752	798	840	887	947

THE PROVINCIAL NORMAL SCHOOL.

This school, which has always been doing good work from the date of its institution under Dr. Forrester in 1855, has now been more fully equipped than ever before.

The new Science building, which also functions as the School of Agriculture, has been completed with a full set of well furnished laboratories for biological work, qualitative and quantitative chemical work, mineralogical and geological work, and a special library.

The main building has been partly remodeled internally, fitted up with modern accommodations, a physical laboratory and an enlarged general library.

The Macdonald Manual Training School under the charge of T. B. Kidner and his staff, is installed in the original Normal School building of 1855, and looks out on the campus in the foreground of our photogravure—the frontispiece.

The Truro Domestic Science School under the directorship of Principal Campbell, and also affiliated to the Normal School, is by the side of the Manual Training School.

And finally, the public schools of Truro are affiliated as Training Schools, where student teachers have to develop power and demonstrate their skill in teaching a regular school. These schools are conducted by an able staff of teachers.

Normal School Work.

In the Normal School we have now a very well equipped institution, which promises to make its influence on public education felt with increasing power as the years go on. It must be remembered that all such an institution can do in one year is approximately limited to the number of trained teachers sent out. In 1901 some 250 teachers were in attendance—the largest number in the history of the school. But this figure includes a number of the lower classes of scholarship who are in attendance but from three to six months.

The teachers who are allowed to enter the profession directly from the public schools without attending the Normal School are tested simply by the annual government written examination—necessarily a very crude and fallible test for the selection of teachers. In the Normal School they are tested in addition by the power shown in class work in the laboratory and in actual teaching in the public schools.

For details of the Normal School work and methods, reference must be made to the comprehensive and able report of Principal Soloan in Appendix A., page 50.

THE SCHOOL OF AGRICULTURE.

The School of Agriculture has its lecture headquarters and its chemical and biological laboratories and green house in the Science building of the Normal School. The dairy, live stock, barns, piggery, poultry, agricultural and horticultural operations, are used in the practical instruction on the Provincial Farm. The teachers in attendance at the Normal School are required to take courses here to enable them to understand the elements of agriculture to the extent of being able to interest their pupils in the observation and study of the laws of nature on which the attachment to and success in husbandry greatly depend. Farmers' classes alternate. Mr. Fuller, the Manager of the Farm, in addition to Principal Smith and his assistants, has been specially successful in interesting the teachers' classes in the practical work done on the farm.

In my previous reports I endeavored to show the importance of developing the industrial sentiment in the public schools instead of the professional notion hitherto prevailing so exclusive-

ly. I pointed out what was being done in other countries, and our own few attempts in school gardening and nature study.

About two years ago, as can be seen from the *Journal of Education*, I had been considering the possibility of utilizing some of the best trained graduates of the School of Agriculture as special teachers of the so-called "Nature Lessons," which is the elementary scientific basis of the art of agriculture. The plan proposed was to find, say, *ten* schools which could employ such a teacher half a day each week. But rural trustees who had faith in such a plan to the number of ten in one district of the country could not be found. The teachers trained to give useful nature lessons were very few. Our present Normal School in affiliation with the School of Agriculture is now giving a course of such instruction to all. But a course of even one year in combination with the other subjects requiring attention is hardly sufficient to develop the knowledge and power desirable. A graduate course of the School of Agriculture is necessary.

Professor Robertson, who is the adviser of Sir William Macdonald's intelligent generosity directed hitherto specially to Manual Training Schools and adapted rather to towns and villages than the country, saw from his experience of what was done in some European countries, and from the similar work which he had already undertaken, that such a scheme might be demonstrated to be of special value to rural communities.

The idea then in his mind was further matured and expressed at the convention of the Dominion Educational Association in Ottawa. It has later been specificially formulated and published as an experiment which Sir William Macdonald is willing to make to prove its value to rural schools.

The school includes the establishment of a "Nature Study" school at Guelph, the homologue of our School of Agriculture in affiliation with the Normal School at Truro; and the support of his trained teachers for a few years in a few selected localities in each province of the Dominion. Sir William's demonstration will be profoundly appreciated and eagerly observed in Nova Scotia. However, not only the general public, but teachers whose accomplishments are solely in the department of words instead of things, may find it hard to see the great use of such training. Hence it becomes the duty of all interested in the improvement of our education to think it out fairly and fully before giving expression to opinion.

The power and habit of accurate observation of and inference from things around us is a good training for all classes.

MACDONALD MANUAL TRAINING SCHOOL, TRURO, N. S., 1901.
(Mechanic Science pupils at work—front view of room.)

MACDONALD MANUAL TRAINING SCHOOL, TRURO, N. S., 1901.
(Mechanic Science pupils at work—reverse view of room.)

It is the basis of success in industry, of intelligence in citizenship, of sound morality in society, and even of excellence in philosophy, literature and art. The great men of literature were not made great by the study of models so much as by the understanding of nature. It is equally important for one who would develop the higher spiritual character of the soul in a religion which involves "good will to men." But this "nature study" is not the memorization of alleged facts whether related or unrelated; it is instead the development of common sense by understanding the things which are immediately around us, a training of fundamental value to every individual, no matter what may be his future vocation. Principal Smith's full report in Appendix B, page 59, gives a general idea of the great efforts to make this institution useful to all classes of farmers, even to those who choose to follow a reading course at home.

Manual Training (Mechanic Science).

In my last report I called attention to one of the means adopted to wean popular sentiment from its primitive attraction to the so-called learned professions; and to create in the schools the sentiment that industrial labor, especially when it is intelligent, is as noble as any other occupation.

In 1891 a manual training school in wood work was opened in the Halifax Public Schools. In 1893 a department was opened in the Provincial Normal School at Truro, and the course was imperative on all teachers, male or female, from that date.

In 1900 an Act was passed allowing a maximum grant of $600 to any school section establishing a fully equipped school of either Mechanic or Domestic Science.

At this stage Professor J. W. Robertson, on the part of Sir William Macdonald, was offering to test the value of manual training in woodwork in the public schools, at his own expense, in each province of the Dominion.

Sir William presented a fully equipped school to the Town of Truro; and its principal, Mr. Kidner, took charge also of the Manual Training for the Normal School, relieving Mr. Russell for some of the "Nature Study" sciences. Mr. T. B. Kidner, who is a most accomplished English teacher in his department, has thus been most generously placed at the disposal of the Province by Sir William; and the Council of Public Instruction is enjoying his service as supervisor of the Mechanic Science schools of the Province. $3,250 is the estimate of his donation to Truro (see page 38, column 25); while half as much more has been spent directly or indirectly for the Province.

Opposite page xvii there is given a front and a rear view of the Macdonald Manual Training room in Truro, showing the pupils at work; and on the following two plates are photographic reproductions of the woodwork made by pupils taking the course.

For a detailed sketch of the work of the Director of the Macdonald Manual Training, see his report as Supervisor of the Mechanic Science schools of Nova Scotia in Appendix C, page 89.

The Macdonald Manual Training schools throughout the Dominion have adopted the Teachers' Training Course formulated for the Truro School in 1901.

The Macdonald Manual Training school at Truro has also been made the training school for the Macdonald teachers of New Brunswick and Prince Edward Island.

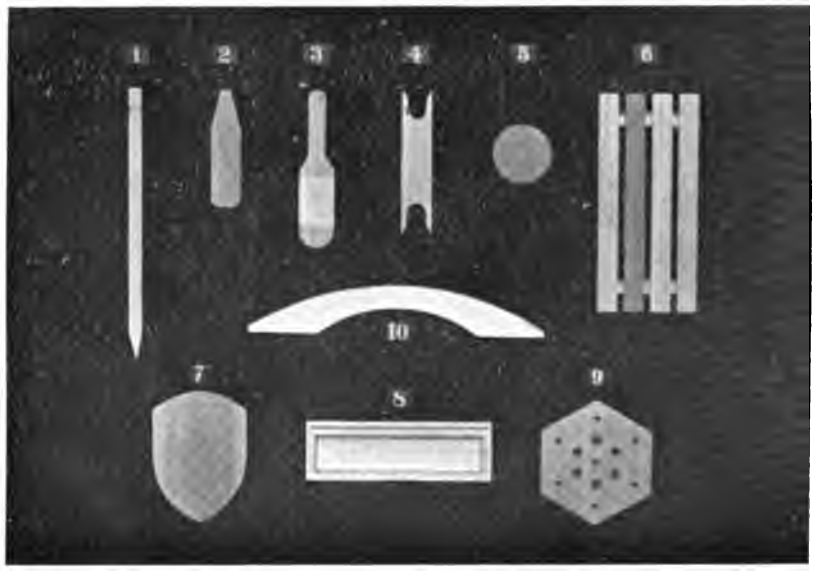
Manual Training (Domestic Science).

The Manual Training Schools are of two kinds: The one, Mechanic Science, more especially adapted to boys; the other, Domestic Science, more especially adapted to girls. The Education Act provides for the one with the same liberality as the other —a maximum of $600 being allowed to be earned by each school section qualifying under Regulations 72 to 81.

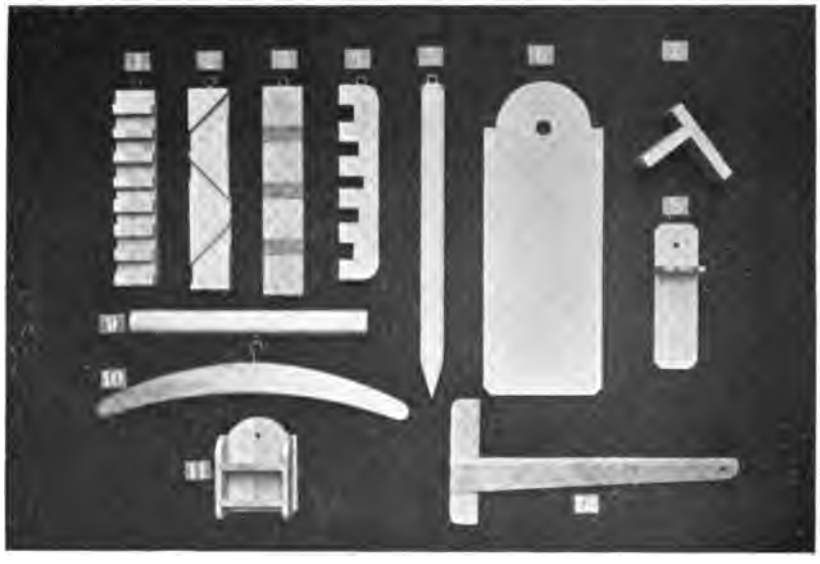
The terms "Mechanic" and "Domestic" Science are given simply as names characteristic of each branch, the work of the former being specified in Regulations 75 to 77, of the latter in Regulations 78 and 79. The general term "Manual Training," including both, connotes the fundamental character of each—the training of the hand and eye—the exact subordination of the muscular power to the guidance of the trained mind, in wood work, metal work, needle work, cooking, etc. The two branches might with equal propriety be called the "Mechanic" and "Domestic" arts, but for their general scientific rather than their technical application.

The School Board of Truro immediately took advantage of the new law and established a school for the Town of Truro. Provision was further made for a teacher's training course in affiliation with the Normal School, as was done by the Macdonald School for Mechanic Science. The courses of these two branches of Manual Training for special teachers are to be found in the Regulations of the C. P. I., 207 and 208.

While but few are taking the training courses for special Manual Training teachers, all Normal School teachers in training must take an ordinary course in at least one of these two branches.



MACDONALD MANUAL TRAINING SCHOOL, TRURO, N. S., 1901.
(Course of work in Mechanic Science)



MACDONALD MANUAL TRAINING SCHOOL, TRURO, N. S., 1901.
(Course of work in Mechanic Science.)

M. T. Schools of the Province.

Table XXI, pages 37 and 38, gives the statistics of these schools for the first year of their development under the law of 1900. Next year will show a great increase, and the following year still greater, to judge from the manner in which the towns and villages are availing themselves of the liberal provisions of the law.

The first year, then, 1,238 pupils have been receiving instruction in these schools, without in any appreciable extent interfering with the progress of the regular school work—according to some, with benefit to the regular school work of many pupils. Of these, 599 took Mechanic Science, and 639 Domestic Science.

This work cost the Provincial Treasury $2,603.25, the school sections concerned, $2,256.48 (mainly equipment), and from donations $3,405.19 (nearly entirely Sir Wm. Macdonald's donation to the Macdonald School at Truro, $3,250).

In addition to this work all "Superior" schools are being encouraged to have at least a bench, with tools, which can be utilized with beneficial effects, not only to many pupils, but to the school property and apparatus.

Mechanic Science schools are opening next year in Halifax, Truro, Wolfville, Pictou, Antigonish, Yarmouth, Lunenburg and Bridgewater; Domestic Science schools, in Halifax, Truro, Lunenburg, Bridgewater and Chester. Halifax takes the lead in erecting one of the finest Manual Training schools in Canada, an elevation and ground plan of which are shown on the pages following.

General Attendance.

Table IV, page 8, shows that the school year opened with a depressed attendance—the first quarter being 3,745 less than that of the corresponding quarter of the previous year. The attendance improved comparatively in the second and third quarters—the winter months—while it fell off again in the spring quarter. This indicates some connection with the demand for labor during the summer months as compared with the previous year.

In Cape Breton, Hants, Yarmouth and Colchester there was a larger number of children at school by from 261 to 26 than the previous year. In Annapolis, Cumberland, Kings, Richmond, Halifax City, Pictou, Victoria and Inverness, the attendance was less by from 100 to 551.

Table VII, page 11, shows an increase in the value of the equipment of the Schools—libraries, apparatus and collections; while Table VI shows an increase in the attendance of parents and the

value of prizes. This is a very satisfactory sign, especially when it is considered that the general attendance and the schools open are less.

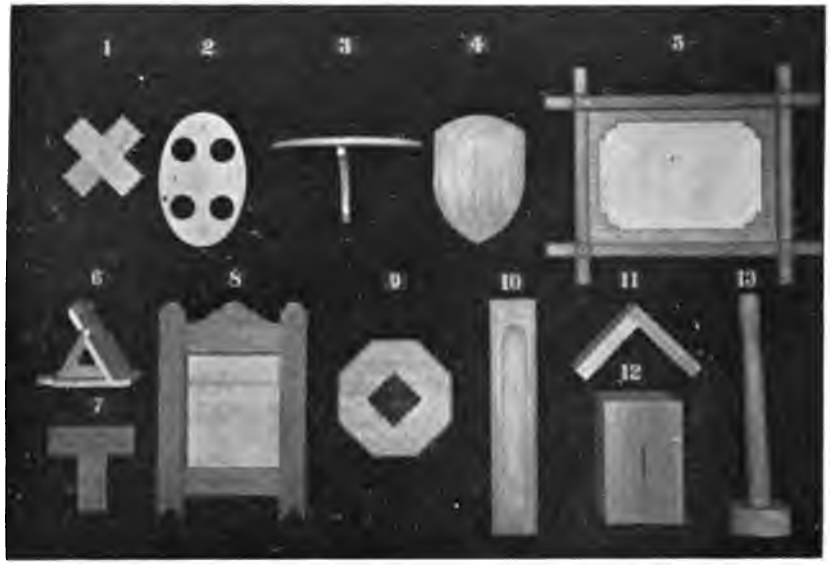
Table IX, page 14, shows that the diminished attendance was due entirely to the older pupils of the common school grades, for those of the first grade of the common schools, and those of the high school grades, were greater than during the previous year. The diminished attendance is not due, therefore, to the diminution of population, for the younger pupils have increased; but to causes affecting pupils from 7 to 13 years of age mainly.

Time Table of the Schools.

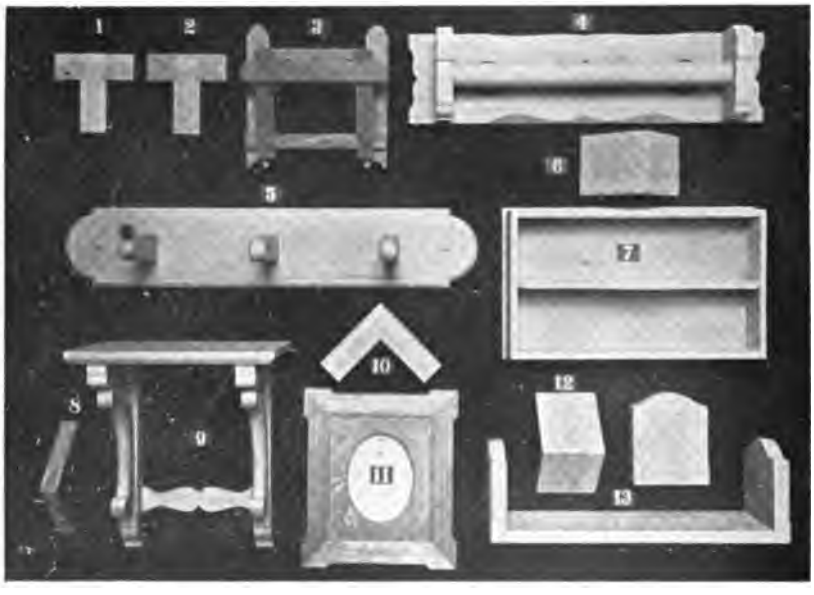
The schools of Nova Scotia are not regulated in detail like those of the bureaucratic systems from the Central Education Office. There is a very large degree of "home rule" given to our local school boards,—perhaps more than they wish to exercise. Each teacher is free to make his own time table, subject to his school board only. Table VIII, page 12, shows a rough average of the actual time taken in the public school in teaching the various subjects.

It is interesting to observe how the average time given to each subject varies in each county. The Inspectors, from the returns, can note the varying times in each school. Sometimes teachers prove by the time they spend on the different subjects, that they have no proper notion of the perspective of the course of study. But taking the average of all the time tables of the schools in the province, we must come to the conclusion that the absurdities must pretty well balance each other or that our teachers as a body have very much more common sense than their critics (who from extreme cases affect to judge the whole) give them credit for. Here is the actual proportion of time in minutes taken up in teaching each subject per day on the average—although in practice all subjects are not taken up each day, and often not during the same portion of the year:—

		Minutes.	Minutes.	
English	Spelling	35	121	Three R's 215
	Reading	62		
	Composition and Grammar	24		
Writing	Writing	19	39	
	Drawing	13		
	Bookkeeping	7		
Arithmetic			55	
History and Geography			39	Other subjects 70.
Oral Lessons	Temperance	9	21	
	Morals	5		
	Nature	7		
Exercises	Drill	4	10	
	Music	6		
	Total			285



MACDONALD MANUAL TRAINING SCHOOL, TRURO, N. S., 1901.
(Course of work in Mechanic Science.)



MACDONALD MANUAL TRAINING SCHOOL, TRURO, N. S., 1901.
(Course of work in Mechanic Science.)

About one-third of the schools is attempting to do a little or more high school work, as can be seen on page 13. This would bring the average time of the teachers' work considerably over 285 minutes per day—perhaps over 300 minutes, or 5 hours.

It will be seen then that the 3 R's have 215 minutes out of 285 devoted to them. It is very evident from these statistics, that however defective many teachers may be in their methods, and however absurd some of them may be in their conceptions, they have on the whole a very good idea of the proportion of time to spend on each subject.

The Common School Course.

The Common School Course was prescribed in 1881, after having been first formulated, discussed, and revised by the teachers of the province in annual conventions at Truro, beginning in 1880. It was designed to cover the first eight years of the public school work. It was never like the English system from 1870 to 1895, the basis of government examinations on which the amount of the public grant to each school depended. There have been echoes for years in the American press of the English criticism on the strain put upon English pupils in order to make as many promotions as possible; and some people here appear to have assumed our system to be the same. The English and other systems of the payment of public grants according to promotions put the School Boards in the position of saying to the teacher: "We cannot afford to keep you unless you can 'pass' a large proportion of your pupils." The teacher of the English school, therefore, from the instinct of self-preservation, had to press forward every possible pupil. Hence, severe pressure of study in the cases of numerous children in every school. There is no such cause of pressure here, either in the common or high school grades. There is no centralized system of grading or promotions whatever in the common school grades. This work is properly left to the intelligence of the local School Boards, whose official advisers are the principals of their schools.

The law is expressed in Regulation 152 as follows:

Public School Course of Study.

"**152.** The public school course of study may be considered under its sub-divisions of the common and high school courses. They furnish a basis for the classification of pupils by the teachers and for the examination of schools by the inspectors, while they also secure a definite co-ordination of all the work attempted in the public schools of all grades, thus fostering the harmonious interaction of all the educational forces of the province.

"These courses are to be followed in all schools, particularly with reference to (1) the order of succession of the subjects, and (2) the

simultaneity of their study. *The fulness of detail with which they can be carried out in each school must depend upon local conditions, such as the size of the school, the number of grades assigned to the teacher, etc.* As suggestive to teachers with little experience, *contracted* forms of the detailed common school course for *miscellaneous and partially graded schools are appended.*

"The public school course of study is the result of the observation and experience of representative leading teachers of the province, under the suggestions of the experiments of other countries, and the criticism of our teachers in provincial conventions assembled for many years in succession. A system developed in such a manner must necessarily in some points be a compromise, and presumably therefore at least a little behind what we might expect from the few most advanced teachers. But it is also very likely to be a better guide than the practice of a majority without any mutual consultation for improvement. The successive progression of studies is intended to be adapted to the order of development of the powers of the child's mind, while their simultaneous progression is designed to prevent monotony and one-sidedness, and to produce a harmonious and healthy development of the physical, mental and moral powers of the pupil The apparent multiplicity of the subjects is due to their sub-division for the purpose of emphasizing leading features of the main subjects which might otherwise be overlooked by inexperienced teachers. *The courses have been demonstrated to be adapted to the average pupil under a teacher of average skill. The teacher is, however, cautioned to take special care that pupils (more especially any prematurely promoted or in feeble health) should not run any risk of "over-pressure" in attempting to follow the average class-work."*

In Regulation 161 is given the following "contracted" course referred to above, for rural schools with one teacher.

161. FOR A COMMON SCHOOL WITH ONE TEACHER.

(UNGRADED, "MISCELLANEOUS," OR "RURAL" SCHOOL.)

[*Classes a, b, c, and d.*]

Reading.—(d) Four lessons a day, very short, with spelling, grammar and composition questions on them ; (c) three short lessons in like manner ; (b) two short lessons, one from Health Reader No. I, with the full range of questions on them ; (a) one lesson (Health Reader No 2 on alternate days), with questions covering spelling definitions, grammar, analysis, prosody and composition, more or less partially.

Writing and Drawing.—(d) on slate or paper from blackboard or cards during specified times of the day ; (c) same, more advanced ; (b) copy books and drawing books, once each day ; (a) the same, once each day. The use of the "Universal Scale."

Language.—Text book only in (a) and once a day or every other day, with written compositions in (a) and (b) as indicated in the other courses. Class instruction or essay criticism once or twice a week. All as in "Lessons in English," taught orally.

Geography.—Oral lessons once or twice a week to (d) and (c) and (b). Text-book twice a week (b) and (a).

History.—Oral lessons once or twice a week to (c) and (b). Text-book twice a week for (a).

Arithmetic.—Each class to receive attention twice a day as a class from the teacher; (d) a very few minutes at a time ; (a) more time, which may vary with the difficulty of the points to be reasoned out. This will form the main subject for "seat work," while the teacher is engaged with other classes.

Music.—At least twice a day for a few minutes. Exercises short and often given are more useful for many purposes than exercises long and seldom.

Lessons on Nature.—Once every day so as to select during the year the most important points specified in the uncontracted course. Oral lessons on subject matter of *James' Agriculture.*

It is mainly on this course of study that we find the average time spent by the teacher to be

On the 3 R's	215	minutes.
History and Geography	36	"
Oral lessons on Patriotic and Moral Studies, Health, Temperance and Nature	21	"
Singing and Drill	10	"

The figures for History and Geography are larger than they should be for the common school grades, because the time given to them in the high schools is included. That is, if the statistics were confined to the common school grades alone the time given to the 3 R's would be increased at the expense of the other subjects.

The general prescriptions lay chief stress on just the same subjects as do the teachers on the average. On the register which is found in every school room and has to be opened twice every day, rural schools are especially ordered that "Spelling, Reading, Language, Writing and Arithmetic will be the principal subjects to determine the grade of the pupil."

The spelling of the English language is so difficult, that it takes *two* years more of school labour to master it than is necessary with the spelling of German, Italian, Spanish or even Welsh—or would be necessary if English orthography followed the phonetic system with which it originated. But we are bound by the traditions of the past. Our children must be taught to copy exactly the orthographical mistakes made by our predecessors Literary fashion is inexorable, although the child can never have the philological interest in the spelling of words to aid him, for they must be memorized before he makes an acquaintance with other languages or even the origin of his own. Hence Regulation 153 contains the following prescription:

"*Spelling and Dictation.*—It should be strictly insisted upon, that from the very commencement in the first grade, the pupil should spell every word read in the lessons, and common words of similar difficulty used in his conversation; for if this is not done, the pupil is all the time being simultaneously trained to tolerate wrong mental images of the forms of the words which can seldom be corrected by ordinary efforts in the higher grades. Writing words in the lower grades, transcription and dictation in the higher grades should be utilized more and more as facility in writing increases."

The carrying out of this prescription has very materially improved the spelling in the high school grades, as is being demon-

strated by the high school examination papers. But where the Principal of an Academy or High School allows the teachers of the common school grades to neglect accurate spelling from the very first grade up, he can never with any ordinary effort correct the bad habit in the high school.

The same general principle applies to arithmetic. Blundering is a habit which if tolerated through the lower grades becomes as much a part of the mathematical character as the new mathematical principles learned. In many schools pupils are being as regularly trained to blunder as to cipher. They start with 30 per cent. accuracy in grade I and end with 30 per cent. accuracy in grade XII. Hence the following prescription for Arithmetic posted in every Register in every school, from Regulation 153.

"*Arithmetic.*—It is of the highest importance to secure the habit of obtaining accurate answers at the *first* attempt. Every slip in mental or written arithmetical work is not only unnecessary, but is a positive education in a habit which will tend to render useless the most strenuous efforts afterwards to become accurate or even to make satisfactory progress in mathematics. Accuracy is of supreme importance from the first. Rapidity should follow as the secondary consideration. Appropriate exercises in *Mental* Arithmetic should be given in every grade, and proficiency in it should be required in all promotions."

In like manner directions are prescribed as guides for each subject, of which I quote from Regulation 153, two or three more only.

"*English.*—In all grades practice should constantly be given in expressing the substance of stories, lessons or observations orally in correct language, and in the higher grades in writing also. Discussion of subject matter of lesson. Attention to the use of capitals, punctuation marks, paragraphing, etc., should be introduced gradually and regularly, so that at the end of the common school course, language in correct form can be fluently used in description or business letters, orally and in writing. The practical rather than the theoretical knowledge of English is what is specially required in the common school, and a large portion of the school time should be given to it. Pupils should be continually exercised in finding synonyms or substituting "their own made meanings" for difficult words in their reading lessons, instead of merely memorizing definitions of words arranged in lists. The teacher should be careful to use always the most correct language; while the errors of speech in class or on the play gronnd, or in conversation, should never be allowed to pass without correction."

"*Writing.*—Style most easy to read should be cultivated. Simple vertical writing is generally preferable to the sloping styles. No exercise in writing should be accepted by the teacher from the

pupil unless its form shows evidence of care, otherwise, the more the pupil writes the worse the writing becomes."

"*Geography and History*—The verbal memorizing of these lessons at home by the pupils is for the most part injurious to the character of the memory and useless as practical knowledge. For in spite of all cautions and instructions to the contrary, most pupils, when left to themselves, mentally associate the facts memorized with the wording, the paragraph and the page of a book, instead of with the proper locus on the map, or with the proper system of related facts These lessons should therefore be prepared under the careful and philosophical direction of the teacher in the school, at least until the pupils are trained how to study aright. The home work would then be only the review and perfecting of the lessons by the pupils in the proper manner by reference to the several items in the text. Local or current events, historical, economic or scientific, should be skilfully used to interpret the remote in time and place."

Where these prescriptions of the course of study are carried out, the work of the school is satisfactory to all. Where they are ignored there is serious cause, not only for complaint against the school board or its official adviser, the principal, but for the arresting of the public grants to the school until there is reform. Through the *Journal of Education* the public have been invited to report such defects to the inspector, who will take such action as may appear. to be best under the circumstances.

When 215 minutes per day are on the average devoted to the 3 R's as directed above, and 39 minutes or less to geography and history, as in the exact manner indicated; then no person can think that 21 minutes given to an intelligent developing talk on patriotic, moral and other duties of the young citizen; on the health and wealth producing elements which lie latent around him, is lost time. With the capable teacher it may be the most valuable portion of the day; first, in breaking the dreadful monotony of the spelling and figuring grind of the 3 R schools, which alone simply prepare the pupils to be accurate machines to perform the narrow routine of the clerk, if he can endure the school long enough; and secondly, in causing the pupil to think of and understand the world and the duties of intelligent citizens in it. It is the universal testimony of inspectors, supervisors and principals that teachers who give the best oral lessons on such subjects are also as a rule the most successful in giving an accurate training in the mechanical 3 R's. The ten minutes on an average actually spent in singing and drill need no defence against those who would convert them into another drill on spelling and figures.

The articulation between the common school, high school, and college is merely a common-sense arrangement to prevent confusion and the useless waste of teaching energy.

The circumstances giving rise to criticism are probably largely in connection with the three years of the high school course—for the fourth year is simply the old teachers' Grade "A" examination, instruction in which subjects is now recommended only for schools with at least four high school teachers, and which may some time be relegated altogether to the colleges.

Last year the common school (*eight years*) course included 91,114 pupils; the high school (*three years*) course only 7,189. In round numbers for every 15 pupils attending the public schools 14 are in the eight common school grades and 1 in one of the three high school grades. This proportion of high school pupils is not excessive when we consider that not only our professional men but the leaders—the captains and pioneers—of our industries should come out of them.

Only 1 in 15 passes beyond the common school grades, while only about 1 in 100 passes through the high school. We may have doctors, lawyers and clergymen enough, but in order to develop our country we need above all things men who know mathematics and the sciences.

Now a high school course, if only a short three year's course, can not be made for the few shopkeepers alone, nor for the clergymen alone; but for the scientific farmer who has to raise the food of the the world from inorganic dust; for the scientific miner who as his mine becomes deeper or his ore poorer can discover more economical methods; for the engineer, the manufacturer, the builder of new machinery and of the metal and other structures replacing the primitive constructions of the passing age. For when technical institutions complete our one-sided college system, none without a good high school course in mathematics and the sciences can be profitably admitted,

OPTIONS.

The High School course, even if it is only one of three years, must therefore have its options; for we must not cut off free access to any of the important callings on which the prosperity and true greatness of the country depends. We must allow Latin as well as English to be taught, history as well as mathematics, drawing as well as writing. As it would be impossible for every student to take all subjects, as it would be unwise for most students to take many subjects, the Central Education authority allows local school boards to determine what subjects shall form the course. They are and have been free to allow students to take one or as many subjects as are taught in the school.

Government examinations are allowed to be taken on any subjects, for which certificates are awarded—a group of any eight papers being considered "full" work. But these are not grading examinations, although some teachers through misunderstanding or for other reasons disregard or overlook Regulation 68, where even in Academies students are to be admitted to the higher classes "*at the discretion of the Principal (or faculty)* of each Academy"; and where in *any* institution it is directed that "*the grading should for economy and efficiency be adjusted to local conditions—i. e., to the number of the students and of the staff of instructors, etc.*" But the evolution, advantages and disadvantages of our examination system will be discussed briefly in a later paragraph.

Any full annual course in a high school must include enough work for the student who attends for the purpose of earnest study—who wishes to lose no time for any other purpose. Unless duplicate schools and teachers can be supplied those who wish to take a course not requiring any or much home study have to join the class composed of students whose whole purpose is to "get on," and they must therefore do the regular annual work on that subject. It follows that this less serious student can take but a few of the subjects taken by the more able or more serious. There is no other solution except the establishment of two or more parallel schools in which there shall be one-half or some other fraction of the annual work in each subject which is done in the strong school.

But this alternative may be dismissed at once as impracticable; for it would require six years to complete the regular three year's course in the school requiring pupils to do daily only half of the work done in the regular school. It would be as impossible to consider the year at the one school to be the equivalent of that in the other as to change a half a dollar's worth of silver into a whole dollar by simply stamping it.

CONSPECTUS OF HIGH SCHOOL COURSE.

	Examination papers.		
Subjects.	1st Year.	2nd Year.	3rd Year.
English	2	2	2
Mathematics	3	3	3
Science	1	1	1
Drawing, Bookkeeping, etc	1	1	1
Foreign Languages	2	4	6

Any *eight* papers make a full course for which a certificate may be granted, if the candidate chooses to pass the Provincial Examination; a proceeding entirely optional. In some of our best Academies students who for sufficient reasons do not wish to work hard, take a course of 4 or 5 papers Special students, when good reasons are shown, are admitted for even one subject. It is a few or more of

these subjects which bring many of our rural schools into the category of mixed high schools which are now to be considered.

Time Table of High School Subjects.

In the 5th column of Table VIII, continued, on page 13, we find that Algebra is studied in 1223 schools. As there is a little Algebra in Grade VIII, the last grade of the common schools (put there for the benefit of those who cannot go into the high school—just sufficient to enable workmen to use the formulas given in hand-books in algebraic symbols, for calculations which they may need in their work if they are to rise to be foremen, etc.), we cannot say that there are 1223 schools attempting high school work. Geometry, however, is found in only the high school grades, so that we may take the number of schools in which Geometry is taught as those doing some high school work,—that is 1049 schools. There are 49 good high schools including the Academies. There are, therefore about 1000 schools attempting to do more or less high school work. The average time spent in teaching Geometry is only about 16 minutes per day. And, as many of the high schools devote more time to it, most of the schools may spend but from 10 to 13 minutes on the subject.

Thus more than one-third of the schools are doing such work and have been doing it for many years. Parents who have promising scholars demand that the trustees should get the highest class teacher possible, so that they may receive an education at home, which otherwise could be had only at a high school or Academy in the town or city. Yet when a teacher who has to do common school work with a large number of pupils is also required to teach several pupils in one, two or three grades of high school work, the elementary work is apt to suffer.

Here we are confronted with a dilemma to which I have called attention from year to year. Shall we close 1,000 schools to the teaching of high school subjects, and have the ambitious parents from 1,000 school sections rise as a unit and say: "Why should we be compelled to send our children at heavy expense to the town schools—to build up another community intellectually and financially Why cannot we go on as our fathers did, and receive our education at home when we have a teacher who can give it?" Shall we close the high school teaching or let it go on as directed by the ratepayers through their elected representatives, the trustees?

Hitherto School Inspectors have advised School Boards, and some times the advice has been taken. General directions were issued suggesting that when a few advanced pupils were studying in a common school the time of the teacher should be distributed in proportion to the number of pupils in each class, rather than in proportion to each class, whether it consisted of one or many. It

was also suggested that advanced pupils might aid the teacher as an assistant with some classes in return for aid in advanced studies.

When both teacher, trustees and advanced pupils have good common sense, the system works without friction, and the high school work is profitable to the locality. It is also found that advanced pupils from these rural schools, as a rule, develope more initiative, more power of origination than those trained in the large high schools, where every step is made easy, probably because they are thrown more on their own resources.

Number of Schools in which the following subjects are taught:—

SUBJECTS.	SCHOOLS.
English, etc., as in table, page 12	2387
Algebra (High and a few Common Schools)	1223
Geometry (High Schools only)	1049
Natural History (High Schools only)	957
Physics " " "	803
Chemistry " " "	446
Physiology " " "	323
Practical Mathematics (High Schools only)	237
French " " "	133
Latin " " "	128
Greek " " "	28

For a fuller discussion of the difficulties incident to this department of our system, see the Education Report of 1899, pages XXI. to XXV., and the following pages.

County Academies.

A County Academy is the High School in each county which participates in the Academic grant of $10,000, in virtue of which it is open free of charge to all from the county who are qualified to enter, and which is expected to be better equipped than other high schools.

The test for admission is the County Academy entrance examination. The questions are prepared by the Education Department; but the answers are valued by the Principal and his staff of each Academy, so that the standard is as flexible as the judgments, if not necessities, of the faculties of the various institutions interested.

Of the 7,296 who are returned as high school students, 1,642 are taking only a few subjects, the remainder choosing, or being required by local authority to take a "full" course, consisting of any group of eight papers. These 7,296 students are divided as follows between the Academies or specially subsidized high schools, and the non-subsidized high sch ools.

Academies	1,635
Other High Schools	5,661
Total High School Students	7,296

Some of the non-subsidized high schools are superior in equipment to many of the County Academies. But the great majority of them are rural schools doing high school work as already described.

Only about 700 or 800 enter the Academies by the County Academy entrance examination—about 1 in every ten of those who are doing high school work. The 5661 who are not attending the Academies are promoted by their teachers at their own discretion, or according to the local regulations of their school boards. Very many, however, voluntarily take the County Academy entrance papers.

Some county Academies, owing to the defective work done in the lower grades, or to the few students coming from the county, or simply to the lack of a sufficiently populous constituency to secure the coveted grade of grant, show a tendency to mark the entrance answers higher and so to admit less qualified pupils than other Academies, where marking is much severer.

Some criticize this elasticity as unfair, and call for a provincial board of examiners to secure uniformity for the county Academy entrance. Another takes the other extreme ground, that there should be no entrance examination at all. While still others, and the great majority, maintain that there should be no specially subsidized high schools, that the ordinary high schools are as deserving in every way as the Academies.

The great argument against the withdrawal of the Academic grants is, that the Academies on the faith of obtaining a special grant improved their buildings and teaching paraphernalia, provided accommodations for students from the county, and demonstrated to other localities that good buildings and an appropriate equipment will pay anywhere even without a special grant. Therefore faith should not be broken with them.

As the County Academies were expected to be the typical and leading high schools, Table XIX, beginning on page 24, is devoted to a detailed analysis of them. By deducting the figures of this table from those of the corresponding table for all high schools, pages 15 to 18, the figures for the non-academic high schools are obtained.

Age of Academic Pupils.

On page 33 will be found the average age of those in each of the high school grades, in each county, and in the province as a whole.

For the latter the facts are as follows: On the 1st day of August, a month before the Academies regularly opened, the average age of the pupils of

	Years.	Months.
Grade IX., (D) was ....—.....	15	2
" X., (C)	16	5
" XI., (B)	17	8
" XII., (A)	19	0

Now, so completely apart from the knowledge of the facts have some of the most intelligent people in the province been, that they have been complaining of the slow advancement of their children in their local schools, when they were one and even two years younger than the average of the corresponding grades in the leading County Academies. This illustrates the value of the judgment of a fair-minded man, who has no standard of comparison except his own impressions from local experience.

Provincial Examinations.

The results of these are tabulated on pages 42 to 46. The high school examinations are entirely optional, not only in rural high schools, but in county academies—except when local school boards make them compulsory. Not only are all schools *not* required to grade according to the results of such examinations; but they are specially cautioned (see Reg. 68) against making any such local regulation.

For several possible reasons in many parts of the Province these cautions were not observed or were disregarded. The discipline of the school and the range of the course of study was attempted to be simplified by the ultimatum to questioning parents "the law says it," even when the law did not say it.

To illustrate the point: Some of our most scholarly teachers thought Latin should be imperative on every one taking a regular high school course. "Make it imperative, and that will simplify matters." The counter argument was: "Then you will say to every parent who wishes his child to be exempted from Latin, the 'law requires it,' and the parent has to submit to the tyranny of the law—a subdued rebel. In a few years the country would be full of such rebels. But if Latin is known to be optional, and if you think it desirable for the pupil, you reason with the parent, and in many cases you will convert him. The pupil then accepts without any rebellious feeling." Hence Latin was made optional for a certificate of a full high school course. But the law requires no one to obtain a certificate, and not a cent of public money is given as an inducement for a school to capture certificates.

It must be mentioned, however, that in a few of our best schools the local authorities practically made the Provincial examination results their grading test; and with such tact, good sense and thoughtfulness were the schools from the lowest grades up managed that no public complaint was heard from anyone. But these cases are exceptional.

It was argued in these cases that no one could charge the provincial examiners with partiality, conscious or unconscious. That teachers are often led by the alert answers of certain boys in class to be unconscious of their lack of accuracy. That the boy who always flashes a guess, and if he does not "hit it" the first time "hits it" the second time, and may be considered the smartest in the class, has only his single or first answer at a written examination, and is measured according to his value. But however that may be, the law recognized that with the great majority of teachers it would be mischievous to attempt to grade individual schools, in different localities, and working under very diverse conditions, on a centrally conducted examination.

STIMULATION.

From time immemorial it has been customary in educational as in other departments to stimulate interest by offering prizes. The class prize, however, has not the approval of the best educationists; for it has been found to stimulate but a few, and the motive to win the prize is not the one we should wish to cultivate.

Certificates or diplomas are better, for all who do fair work can win. These are high in favor among educationists all over the world.

But there is evidence that there may be too much stimulation even in certificates, especially when the sentiment becomes widespread, and rival schools are competing for the glory of the greatest number of passes. The true object of education is liable to be lost sight of, and pressure has probably been unwisely put upon many to win a school victory instead of securing a useful education.

CHECK.

Under these circumstances it may be advisable to consider heroic measures to prevent such competition,even to the withholding of grants from schools which do injury to any pupil by local regulations or restrictions which are incompatible with the freedom sought to be guaranteed by the Provincial law, or by withdrawing the privilege of examination.

Evolution of Provincial Examinations.

When the free school system was established in 1864 a syllabus was prescribed for the different grades of teachers. This was the first course of study for the high schools of the Province which had to prepare the teachers. At first there were numerous examining boards; but in 1867 a single Provincial board was appointed on account of the divergent standards actually made by the different district boards.

From this date the syllabus of the different grades of teachers' licenses formed the actual course of study of the high schools of the Province, and the teachers' examination was a provincial examination. This course soon contained all the subjects of our present three high school grades, with the classics and mathematics of grade XII. In addition it contained the teacher's professional subjects.

In the year 1877 no less than 2058 candidates came up from the high schools where they had been studying not only our present high school subjects, but the school laws, the theory of teaching, and the theory of school management. Only 554 were successful; but the whole 2058 were studying all these subjects, although all were not intending to become teachers. Many wished to hold a License as a diploma of Scholarship; and surely the sentiment was as innocent as that of the undergraduate in the University.

Next year this is what happened :

(*Extract from Education Report, 1878, page xviii.*)

"It will be observed that the total number of candidates (for the Teachers' Examination) was 2003, as compared with 2058 the previous year."

"Of the 2003 candidates examined, 101, or just one-twentieth part, obtained the Grade of License applied for."

The examination craze was checked by a triple movement. The examination papers were made more difficult, an age limit was fixed, and a fee was imposed on all new candidates.

Thus the study of our own history may reveal a method of dealing with the present crisis. As the following table of figures shows, the number of candidates in successive years fell to 1028, then to 802, and in 1881 to the minimum of 743. It took four years before the momentum of the examination movement was checked.

But with the improvement of the schools the number began again to increase, in spite of the fee, the age limit and stiff examination papers, until it went over the 1500 mark, about which it oscillated until 1892.

THE CHANGE OF 1893.

Out of the 1432 examined in 1892 only 175 obtained the grade of license applied for. Why were 1432 in addition to high school work attempting Normal School work also in every school doing high school work, when the majority of them merely wished to obtain a License as a certificate of scholarship? Why should not the examination be divided into the scholarship and professional parts, so that the high schools should be relieved of the teaching of professional subjects? There appeared to be no good reason against it. The License examination was therefore divided into (1) the scholarship, and (2) the professional or M.P.Q. In the first year the 1432 who were studying the theory of teaching and school management, etc., in the schools, fell down to 370 taking the M. P. Q. (minimum professional qualification) examination. This was a great relief to the public schools.

But the abolition of the universal fee and age limit, the narrower syllabus of examination, the simpler character of the examination, and the enlargement of the teacher's "memo" to the size of the more showy certificate, soon swelled the 1500 of the Teacher's License examination to very nearly 3500. The effect on unthinking people was a demand for further lowering of the examination standard so that they could crowd still more pupils through. For when the 1500 enlarged to 3500 they included many of those who did not want to make education a serious labor, pupils who had many other duties to attend to outside of the school room, as well as many who were not physically strong, and some who were promoted without a thorough grounding in elementary subjects. Some of these students were thus heavily handicapped in the race for certificates, and had to endure the humiliation of failure when others were successful. Failure brought home to them, in a manner never before felt, the defects of their previous education. Hence the double complaint of over-pressure in some cases, and of defects brought to light and emphasized by the very examination itself in other cases. Yet the work in every department of the high schools improved on the aggregate. The figures following show the general situation at a glance:—

	Year.	No Examined.	No. Passed.		No. Examined on Professional subjects each year.	
For Licenses.	1877	2058	554	On scholarship and professional subjects combined.	2058	On professional and scholarship subjects.
	1878	2003	101		2003	
	1879	1026	210		1026	
	1880	802	210		802	
	1881	742	322		742	
	1882	834	355		834	
	1883	1027	422		1027	
	1884	1224	539		1224	
	1885	1485	614		1485	
	1886	1548	540		1548	
	1887	1424	433		1424	
	1888	1291	468		1291	
	1889	1287	382		1287	
	1890	1244	452		1244	
	1891	1334	379		1334	
	1892	1432	175		1432	
For High School Certificates.	1893	1506	598	On scholarship subjects only.	370	On professional subjects alone.
	1894	1922	760		334	
	1895	2399	684		399	
	1896	2517	1313		455	
	1897	2917	957		550	
	1898	3304	1229		663	
	1899	3377	1571		683	
	1900	3459	1898		588	
	1901	3470	1529		544	

For M. P. Q. Certificates.

The Other Side.

While we have been noting the difficulties peculiar to examination systems where there are not teachers with that robust influence necessary to stem the tendency to their abuse on the part of the public, we must be judicial enough to see their advantages. We may consider them under two heads, local examination and government examinations.

In the United States and also in Canada school boards having written examination systems found them to have at length introduced inconveniences which resulted in their temporary abolition. But after a very short experience of an examinationless system of grading and promotion, they were again compelled to reintroduce examination methods, simple or complex, sometimes to the extent of monthly written examinations, or combined written and oral examination. The facts are that there is and has been a perpetual flux and reflux in such methods. And while the local examination and certificate systems of the United States have in many cases been changed, and again rechanged, the few state systems are in high favor.

With the abolition of our high school examinations we would soon see resuscitated the local high school examinations and certificates which have hardly yet become extinct.

Written versus Oral Examination.

The teacher who objects to an examination at the end of his course because it is an evil, believes in a daily examination of his students. Although he is mystic enough to object to the precise valuation of each question and its correct addition as it is done in the primary school, he is mathematician enough to sum his daily impression for a year by a process which he cannot himself explain, and to arrive at a summary conviction that the student should pass or not pass. Both methods are examination methods. Each has its own good points and defective points

The examinations are written, because this is the most convenient form, as well as the fairest. Oral examinations of a uniform standard would be impossible. The oral examination even of a single examiner could not be uniform under any conceivable arrangement. Besides, oral examinations specially disturb the nervous, and cannot show what the individual is able to do at the desk before the calm and unconscious face of the printed questions. And it is at the desk, with the pen or pencil that most of the business, literary, mathematical and art work of the world is done. Writing is the more normal condition, aud is therefore the better method for fair examination.

But there is one side on which written examination is defective. It does not measure the force of the personality or the presence of the candidate, the character of his speech and his manner, which are very important elements of the worth of the candidate. In science it does not measure the skill of manipulation, although it may indicate the faculty of common sense, for the manner in which a man draws on his store of knowledge shows how he is able to use that knowledge. In the sciences involving observation and manipulation, in the mechanic and domestic arts, it is especially defective.

Government or State Examinations.

In the Education Report of 1897 some of the advantages of our system was referred to in the following words:—

This examination, notwithstanding the natural defects of all examination systems, has already been productive of very great benefit to secondary education, not only in unifying the multiple courses previously called for in each school, but in gradually raising the standard. The process of raising the standard is always painful in its effects in some quarters. And as painful processes should never be used unless there is a fully compensating advantage, the advantage of maintaining a good standard may be pointed out. 1st, Our high school standard should correspond as nearly as practicable with the standards of secondary education in the educational countries of the world, in order that our statistics may be comparable with theirs.

2nd, A low standard is not supposed by any one to have an advantage over a high standard, except that it possibly requires less effort. But if there is less effort there is less education and less value in such a standard. And besides, there will be just as many in the long run who will fail to pass the low standard; because candidates are generally ambitious to "pass" just as soon as they can, so that after a high standard has once been established for a few years, it will be felt to be no more difficult than the lower standard.

3rd, In addition to the evils of a low standard from an educational point of view, we have another from a financial point of view. With our free high school system and method of granting aid to the County Academies, the lowering of the standard would mean the increase of the academic grants without an increase of proper academic work.

The results of the Provincial Examination system will naturally be unpleasant to an institution which fails as well as to the individual. And there are often tides in the affairs of school sections, sometimes outside of the high school itself, which may cause it on some occasions to make comparative failures. But the very fact that such a failure is infallibly detected within the first year, is the best guarantee for the most earnest efforts to promptly remove defects and keep up the standard.

Now, while a few of the teachers, pupils and parents who having experienced the pain of this guarding of the standard, may decry it in feeling if not wise words, let us see what the greatest educational authorities in the world say on the institution.

Modern German Authority.

An article on the evils of examinations by Dr. Friedrich Paulsen, Professor of Philosophy in Berlin, the best known educational authority in Germany, is republished in English in the Report of the Commissioners of Education of the United States for 1897–8, beginning on page 237. The concluding paragraph is as follows:—

"6. *Practical conclusions.* The exposition of the injurious accessary effects of examinations does not justify the demand for their abolition. Examinations are necessary evils We cannot wish to return to the system of individual pleasure and patronage; but it is well to realize that such concomitant effects exist and are unavoidable. For our first rule of conduct we shall therefore have to adopt the maxim, "Examinations must not be multiplied beyond necessity."

Modern American Authority.

President Eliot of Harvard University, in following Stanley Hall at the meeting of the "New England Association of College and Secondary Schools," 9th October, 1901, said among other things:—

What is the reason that the continental universities do not examine for admission? What is the reason that the examinations of the continental universities of Europe are not so generally taken, I may say are not so influential, as the examinations of the American universities? Simply this, that the function of admitting to professions, including the profession of teacher, and the function of inspecting, examining, and giving certificates of issue to the secondary schools, is a governmental function.

If we had in this country competent government inspectors for all the primary and secondary schools in the United States, *and nobody could go out from a high school with a certificate* WITHOUT PASSING A GOVERNMENT EXAMINATION, then we should not need the admission examinations of colleges and universities; then Harvard College would be absolutely delighted to be rid of admission examinations in all departments; then we should do as the German university does, and take in anybody that brings us the government certificate of having graduated at a high school. *We have*

no such government inspection and EXAMINATION, and the American colleges and universities have attempted, imperfectly it is true, to provide a substitute for that government control. You, of course, remember that admission to *every* profession in Germany or France is determined by *government examinations.* We are, *I am happy to say, approaching* that condition in this country in regard to some callings. The approach, however, is very gradual and the goal is distant. In the meantime, the universities undertake to exercise some wholesome restraint and regulation in that great field.

It will be noticed that this opinion of President Eliot was made before one of the most important educational organizations in America, and was uttered but a few weeks ago. The few objections made in Nova Scotia with reference to a government system of examination, when placed in the balance against the opinions of Paulsen and President Eliot, and those whom they represent, would appear to be due to peculiar local conditions or administration The system, in the opinions of Paulsen and Eliot, represents the high water mark *attained* in the one case and *hoped for* in the other case. It is not our system which is doubtful; but it may be our administration of it. Our teachers and school boards, if not also our inspectors and superintendent, may have not yet learned to control its difficulties; and possibly in some quarters there has not yet been a serious move to learn. Let us now see what English and French modern authority says on the subject.

English and French Modern Authority.

The greatest living English educationist, Sir Joshua Fitch, Inspector of His Majesty's Training Colleges, in a paper on the Government examination of France, published in May, 1898, by the British Government and since reprinted widely and in book form, enthusiastically supports the system as a most desirable thing for the schools of England. From this able paper, which may be found beginning on page 654 of the second volume of the special British Reports on Education, a few paragraphs are selected—the Italics and square brackets being mine:—

"By the law of March 28, 1882, the Minister of Public Instruction in France was empowered and directed to provide, both in the capital and in the provinces for the award of certificates to scholars at the end of the primary school course [our County Academy entrance]. The purpose of this measure was partly to attest that the holder had received a fair elementary education, and partly to facilitate his entrance into the ranks of labor."

"This law has now been in operation for *sixteen years*, and has *proved* to be *highly successful.* Its influence on the social and industrial condition of the people, on the schools, the teachers, and the parents has been so marked that it well deserves the serious attention of English teachers and public authorities, and of all others interested in the expansion and improvement of our own school system."

"The *most potent instrument* in maintaining a *high standard* of school attendance in France is probably the *leaving certificate*, for it applies not merely to the picked scholars who prolong their education in the higher grade schools but to the rank and file of French children."

"A scholar of 13 or 14 *unprovided* with his leaving certificate has *no chance* of admission to a *higher grade* or *technical school*, and year by year such a scholar finds himself at a greater disadvantage when he presents himself in the industrial market.

Employers everywhere seem to value the certificate, and the number of such employers who regard its possession as a condition to be fulfilled by applicants increases every year. It is hardly necessary to say that in *public companies*, in most large *business* establishments, and in *all branches* of the public service, the *certificate* is *indispensable.*"

"In practice, the system is found to fulfil several important purposes. It gives to *teachers* a *clearly defined standard* of the propér work of an elementary school, and indicates the goal which *ought* to be reached in the *twelfth* or *thirteenth* year by every fairly instructed child in such a school It strengthens the hands of the teacher by supplying his scholars with an additional motive for diligence, and with a new interest in their own improvement. It is specially valued by *parents*, as an *attestation* of the *progress* of their children, and as a *passport* to *honourable* employment. It serves as an entrance examination for admission to higher and technical schools, and prevents those schools from being encumbered by the presence of pupils who are deficient in the rudiments of learning. It furnishes a *measure* of the *efficiency* of the *primary schools*, and a means of *estimating* the *comparative* success and ability of the *teachers.*"

"Courses of study have their value, as showing what is the amount of acquirement which can reasonably be expected of children at the successive stages of their school career. They serve as a guide both to teacher and inspectors; they give definiteness to the plans of all the members of a school staff; and they *could not be dispensed with* except at the risk of much looseness and incoherence, both in the aims and in the practice of primary instruction."

"Individual examination unquestionably acts as a safeguard for thoroughness and exactness, and as the best measure of a scholar's progress."

"No parent would be satisfied *to learn* that *his son belonged* to a *class* which was *certified by an inspector* to be well ordered and taught. He would desire to know *in fuller detail the status and progress* of the *particular pupil* in whom he was interested. *Individual* examination is one of the *truest* tests of the *efficiency* of an educational *system*. Provided that we secure in the first place a *right* conception of the results which ought to be attained, and in the second a *skilful and impartial method* of appraising those results, schools and educational processes must always to some extent *be estimated by the results which they can produce.*"

"Careful *individual* examination is *needed* for the *due* satisfaction of *parents* and of *school managers*, for the propér award of any prize or distinction which the school may provide and for the *protection* of the interests of the less forward scholars who are not likely to win any distinction. And it is difficult to see how *responsible public authorities can dispense with it*, if they would maintain a high standard of excellence in either the work or the methods of our schools."

"The kindling of interest, the formation of taste and character, the habits of observation and of application, the love of reading, and the aspiration after further knowledge and self-improvement are among the best and highest results of school training. The *history* of the past shows that *these results* are generally secured *incidentally* and most *effectively* in those schools in which the intellectual *level* is highest, and in which work of the ordinary educational type is most *honestly and systematically done.*"

"While some of the more precious and less palpable results of instruction may escape observation and defy the analysis of examiners, the part of education which takes the form of direct instruction and is capable of being tested by individual examination, is, though not the highest part, *yet a very substantial factor* in the education of the child."

"It must be manifest to all who are intimately acquainted with the subject that in our present stage of our educational progress we cannot safely part with an instrument which constitutes the most effective safeguard we have yet known both against superficial teaching and inadequate inspection."

"It is *essential* that the Education Department, which is responsible not only for the distribution of large public funds, but also for the maintenance of a high and improving ideal of elementary education in the country, *should know* from year to year what is the *outcome* of the *methods pursued* in the schools, and how many scholars are turned out fairly equipped with the instruction needed for the business of life."

"1. The examination should *not* be competitive, and should not have for its *prominent* object the discovery or reward of exceptional merit. Its purpose should be to set before schools and scholars generally the nature and scope of a good elementary education, and *to offer such a test* as a boy or girl of *average* diligence and intelligence *ought* to attain."

2. *No* prize or immediate *pecuniary* advantage should be associated with it. No *legal* enactment need *enforce* it, and no *penalty* should be incurred by those who do not possess it. Its value should depend entirely on the quality of the *attainments* it professed to attest, on the *fairness* and *thoroughness* of the examination, and on the increased appreciation year by year of the worth of a good education on the part of parents and public. Considered as an instrument for raising and maintaining the standard of instruction, the award of a *leaving* certificate should be regarded as an educational measure only; and the *less* teachers and examiners are liable to be influenced by compassion to individuals, or by regard to the pecuniary effect of the award, the better."

3. The chief objects to be kept in view are to secure that a satisfactory use has been made of a good elementary course, and that this course, while including all the necessary rudiments of learning, *shall leave room for optional subjects adapted* in different places *to local* requirements and to the particular aptitude and qualifications of teachers."

"The curriculum of every school ought to comprise:—

1. Reading, writing and arithmetic.

2. The English language with the elements of grammar and exercises in English composition.

3. The outline of British [Canadian] geography and English [and Canadian] history.

4. The rudiments of physical and experimental science.

5. Some acquaintance with good literature, and the learning by heart of choice passages from the best authors.

6. Drawing, needlework (for girls), and for boys some other form of manual instruction.

The value of the certificate would be far greater if it were granted under the direct authority of the state [by Provincial Examiners], than if School Boards, Managing Committees, [County Academies, High Schools] or individual teachers awarded it. There would be better security for the maintenance of a *uniform* and *impartial* standard, and for the absence of *local* and *personal* influence. Moreover, allowance must be made for a very natural and not unreasonable sentiment, which causes the average parent and scholar to regard a certificate signed by a public officer such as His Majesty's inspector of schools [the Superintendent of Education] as a document possessing special dignity and as an object of honourable ambition."

"In summing up the arguments of this brief paper, it is not difficult to forecast some of the consequences which might be expected to follow from the official issue of leaving certificates by the Education Department to the scholars in the public elementary schools It would certainly have the effect of defining more exactly the course of instruction which should be adopted in such schools; and would afford an additional and much needed safeguard for thoroughness and exactness in instruction. It would help teachers in securing discipline and regular attendance, if they were able to say that without these they would not feel justified in certifying that the scholar was eligible to be examined. It would arouse the interest and sympathy of parents and give them a new motive for co-operating with the school teachers It would greatly facilitate the work of secondary and technical schools by furnishing them with an appropriate entrance examination. It would help the employers of labour to discriminate among applicants for situations. And it is not too much to hope that by degress the influence of the system would serve to make clearer in the eyes of the public the relations between character, knowledge, and intelligence, on the one hand, and, on the other, the honour, prosperity and usefulness of the citizens life."

Sir Joshua Fitch and the educationists of France would recommend us to further develop our County Academy entrance examination into a "Common School Leaving Examination," and they would not only have the Education Department prepare the questions, but would have a provincial board to examine them instead of our rather elastic plan of leaving the examination to the staff of each Academy.

SCOTLAND'S LATEST MOVE.

In Scotland the Education Department has adopted a similar system, giving a "merit" certificate corresponding somewhat to our County Academy Entrance, but not to be granted to any pupil under 12 years of age. The system is stimulated by giving an increased grant to schools for each pupil holding a merit certificate. This would be nearly the equivalent of giving each school doing high school work in Nova Scotia a special grant for each one holding a high school entrance certificate granted on a Government examination. In Scotland our system would be considered altogether too elastic, with a total lack of pecuniary inducement for pupils to "pass" the examinations in every school.

Sir Henry Craik, K. C. B., in his report on the Scottish high school examinations held in June and July, 1901, says:

"I have again to report an increase in the number of candidates presented for examination. The number last year was 16,771, this year it is 17,405."

"The increase of thirty-three in the number of schools presenting pupil teachers only does not, I think, indicate that pupil teachers are being less frequently presented as pupils of Higher Class Schools or of higher departments of State-aided Schools, but probably that an increasing number of pupil teachers take the Leaving Certificate Examination in order to obtain qualifications or exemptions under the Code."

As with us the examinations are used for teachers so far as it is required, as well as for other purposes; and more inducements are held out to those taking the examinations. To show how the Scottish Department is coming up to our method in details, although it has gone beyond in the principle of offering inducements to pass the examinations, another few sentences are quoted:

"To have some indication of the relative importance that is attached to the different parts of the examination, it was last year thought well, in republishing the papers, to print opposite each question the maximum number of marks that the revisors were instructed to allow for it. This year the same course has been followed.' "Candidates are warned before the examination that they must hold no communication whatever with other candidates, and that any candidate detected in so doing will be subject to instant dismissal from the examination room." "On the whole, careless presentation is probably diminishing, but a practice which I have deprecated in previous reports as an abuse of the examination, viz., that of sending in candidates at 11 or 12 years of age, has once more reappeared. Should it continue, the fixing of an age limit may become desirable."

"In view of the strong representations made in favor of the issue of Leaving Certificates, not in single subjects, but in groups, it was last year decided as a preliminary experiment to begin by issuing such grouped certificate ."

That is, two years ago the Scottish Education Department adopted our system of high school examination for groups of subjects—granting the certificate, somewhat as we do, on a certain number of papers.

MODERN CHANGES IN ENGLISH SYSTEM.

The following extracts are made from the report of the Board of Education of England for 1900. The old Education Department has been consolidated with the modern Science and Art Department, thus forming the new *Board of Education*, which has supreme control over all branches of public education of ancient and modern origin. Instead of comment, for the sake of brevity, I take the liberty of italicizing:

"Since 1897, payments on the results of examination in *elementary* subjects have "not been made, but the *examination result* has been taken into consideration with "the Report of the Inspector in awarding grants."—[*Page 9.*]

"A change in the grouping of the Science Subjects of the Directory, and a revision "of several of the syllabuses, has also been made. This will prevent the *overlapping* "of the different Science subjects, and encourage students to study progressive Science "courses in which knowledge of the general scientific principles involved in any "branch shall precede the study of their application to any special department of "industry. *Special group certificates* are issued to students who have successfully "followed one of these continuous courses, which should be particularly valuable to "applicants for positions in the industrial world"

"The simplification of grants and the accompanying changes in the curriculum of "*elementary* schools form a further advance on the lines which have been followed "in recent alterations of the code. The general object of these alterations has been "to secure for schools greater financial stability, to allow more freedom in the classi-"fication of scholars, to make the curriculum *more liberal and* "*practical*, and to provide for the varying moods of different types of schools."

"The present changes are intended to operate in the same direction, *and in par-"ticular to make the course of instruction in all schools more comprehensive*, while "enabling the details of the instruction to be adapted to the special circumstances of "the school. *Under the old system of separate grants there has been to some extent a "tendency to specialize in certain subjects to the neglect of others equally important, and "to draw sharp lines of distinction between subjects which would be more profitably "treated in connection with one another.* We hope that the new code will remedy "*these evils*, and will thus make it possible to secure a higher level of general educa-"tion without imposing any additional burden on teachers and children."—[*Page 11*]

LEAVING EXAMINATIONS

A leaving examination certificate at the end of the eighth year common school course, and another at the end of the third year high school course, have some advantages over our present system possibly. But they would be open to the objection, say, in the latter case, of requiring examination on some subjects which might have been studied two or three years before. If such subjects were not covered in such an examination, there would be an irresistible tendency on the part of many to obtain the leaving certificate cheaply, by omitting some first and second year subjects; or there would be a tendency to crowd the third year with review work of subjects in first and second years.

EXAMINATION RECORDS.

In the JOURNAL OF EDUCATION are published the names and marks of candidates, as well as the names of those graduating from the Normal School, and of teachers receiving licenses and public money. This is done firstly as a public audit, secondly for the official information of school officers of all grades, and thirdly as statistics from which after a series of years some useful generalizations may be made, as has only a few weeks ago been so impressively expressed by the greatest modern student of man, in the course of the second Huxley Lecture of the Anthropological Institute, England, (delivered by Francis Galton, D. C. L., D. Sc, F. R. S., on October 29th, 1901):—

The correlation between youthful promise and performance in mature life has never been properly investigated. Its measurement presents no greater difficulty, so far as I can foresee, than in other problems which have been successfully attacked. It is one of those alluded to in the beginning of this lecture as bearing on race improvement, and being on its own merits suitable for anthropological inquiry. Let me add that I think its neglect by the vast army of highly educated persons who are connected with the present huge system of competitive examinations to be gross and unpardonable. Neither schoolmasters, tutors, officials of the universities, nor of the State department of education, have ever to my knowledge taken any serious step to solve this important problem, though the value of the present elaborate system of examinations cannot be rightly estimated until it is solved. When the value of the correlation between youthful promise and adult performance shall have been determined, the figures given in the table of descent will have to be reconsidered.

To prevent excessive rivalry which has occasionally shown itself between schools, these figures are not given to the general press for publication; and school officers are requested to publish no local lists of their student's successes in the local press. It must be acknowledged, however, that the principle of provincial examination in Nova Scotia has had practically the unanimous support of educationists; and the general public has never approved of any educational method more enthusiastically to judge from the rapid growth of the numbers utilizing it. But the more popular such a movement the more we should heed the warning of the intelligent critic, and endeavor to eliminate any unnecessary or useless pain from the method. Useful pain, however, is a necessary condition of its usefulness.

TEACHERS' EXAMINATIONS.

Our present high school examinations are simply the old teachers' examinations developed as indicated already. And they must probably be retained as teachers' examinations under any circumstances for some years yet. Grade "E" was abolished years ago. "Permissive" Licenses have also practically passed away Grade "D" has already passed on to the stage of the old "permissive," and in some of the more progressive counties it has already been practically eliminated this year. In a very short time grades A, B and C may be the only ones to be required for teachers,—"A" and "B" teachers forming the mainstay of the profession

THE TEACHER

More important than everything else—including examinations and text books—is the teacher. Within the last year or two both his maturity and scholarship have been advanced without any serious strain on the supply. His professional qualifications are also improving and it is fully time. When we think that two-thirds of all the teachers employed in the province left school to enter directly on the high and infinitely complex and important work of teaching, we need not be surprised to hear occasionally of unsatisfactory teaching. And when we find that in Britain and European countries the teacher has now to have two or more years of training, we cannot but feel that even many of those going through our excellent Normal School are taking too short a course.

THE NEW IDEA OF 1893.

The new idea in the changes of 1893 was the entering of the thin edge of the wedge which will eventually compel every new teacher entering the profession to be more or less trained. A glance at the curves on the plate, page xlix, shows that previous to following 1893 the trained teachers employed were becoming less every year. The upward trend of the curve from that date is one of the most promising signs.

THE RISE OF THE TEACHER.

In order to facilitate the study of the development of our educational system, I have compiled in tabular form a conspectus of the numbers of male and female teachers employed each year from the inception of the free school system in 1864 down to 1901.

On the next page the same facts are represented graphically. The numbers of Normal-trained teachers employed are given from 1887, when for the first time these statistics appear to have been collected. The change in the direction of this curve in 1893, and its uniform upward trend, seem to show that without any radical change in the present method of licensing teachers the change from untrained to trained teachers may go on for some years yet with reasonable rapidity.

FEMALE TEACHERS SIXTY-FOUR YEARS AGO.

On the 22nd March, 1838, the report of the committee on education for the year 1837 was read before the House of Assembly. The committee expresses itself strongly in favor of a uniform provincial system of education, and of compulsory assessment. The following two paragraphs of the said report are quoted to throw a glimpse of light on the state of public education and sentiment sixty years ago:

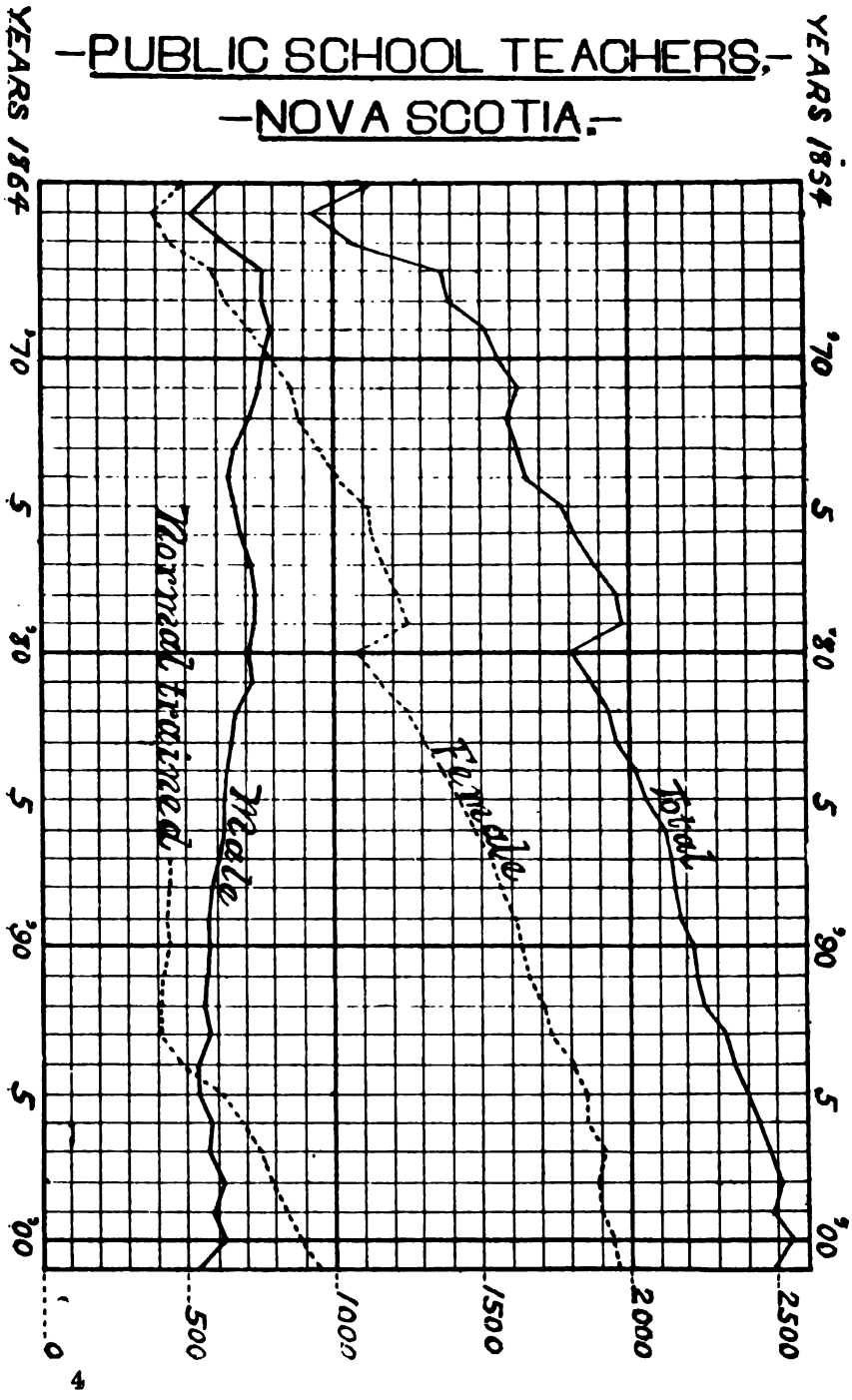
"With these views the committee decided to state the difficulties which pressed upon them frankly to the house, leaving it to a majority to decide either for or against assessment for the ensuing year. If they decided in favor, then, taking our population at 180,000, and assuming that the children of a school-going age, either between five and twelve, or seven and fourteen, amount to 26.000, we would require eight hundred and eighty-six teachers to educate the whole. To sustain these would require a very large sum, and deducting the amount now paid from the Provincial funds, and all that is voluntarily contributed for the support of common schools, the amount to be raised would be so considerable that public opinion should be fully prepared for its imposition before such a law was passed."

"Should it be determined to continue the present law, the committee recommend that an additional £100 be added to the amount now granted under it; that a new and more equitable distribution of the whole sum be made and that such improvements be carried out in the details as will make it more efficient. Among these the committee recommend the introduction of itinerating school masters in scattered settlements; *and the admission of female teachers, who are often the most valuable that can be obtained, to some participation in the benefits of the law.*"

Since that day female teachers have been admitted to "some participation in the benefits of the law," as the following figures testify. The year 1870 marks the date when female teachers attained the majority, since which time they have increased, until now they stand as 1952 to 540 male teachers.

TEACHERS EMPLOYED IN NOVA SCOTIA.

Year.	Male.	Female.	Total.	Normal Trained.
1864	615	498	113	
1865	520	377	917	
1866	618	442	1060	
1867	761	599	1360	
1868	763	627	1390	
1869	798	717	1515	
1870	767	798	1565	
1871	754	866	1620	
1872	704	889	1593	
1873	665	959	1624	
1874	647	1010	1657	
1875	672	1103	1775	
1876	687	1124	1811	
1877	717	1171	1888	
1878	740	1214	1954	
1879	735	1251	1986	
1880	720	1089	1809	
1881	724	1157	1881	
1882	677	1256	1933	
1883	656	1305	1961	
1884	635	1379	2014	
1885	631	1424	2055	
1886	627	1484	2113	
1887	605	1539	2144	445
1888	586	1568	2154	444
1889	577	1605	2182	426
1890	580	1635	2215	433
1891	574	1656	2230	416
1892	565	1703	2268	408
1893	582	1737	2319	408
1894	541	1810	2351	499
1895	540	1859	2399	616
1896	582	1856	2438	690
1897	576	1909	2485	752
1898	614	1896	2510	798
1899	594	1900	2494	840
1900	616	1941	2557	887
1901	540	1952	2492	947


-PUBLIC SCHOOL TEACHERS.-
-NOVA SCOTIA.-
YEARS 1864
'70
5
'80
5
'90
5
'00
YEARS 1854
'70
5
'80
5
'90
5
'00
Total
Female
Male
Normal trained
0
500
1000
1500
2000
2500

Salary of the Teacher.

Without improvement in the salary of the teacher, however, all other efforts to improve the profession are partially doomed to failure. There are comparatively speaking not very many of the 2500 schools of the province which give salaries to enable a man to remain in the profession and support a family. The profession is now made, necessarily, a stepping stone to something better Every year some of the most promising teachers have to leave for a more remunerative employment. A glance at the curves on page xlix shows that the depression in the total number of teachers last year was due to the less number of male teachers, who were probably attracted away as a result of the increasing industrial activity within certain parts of the province.

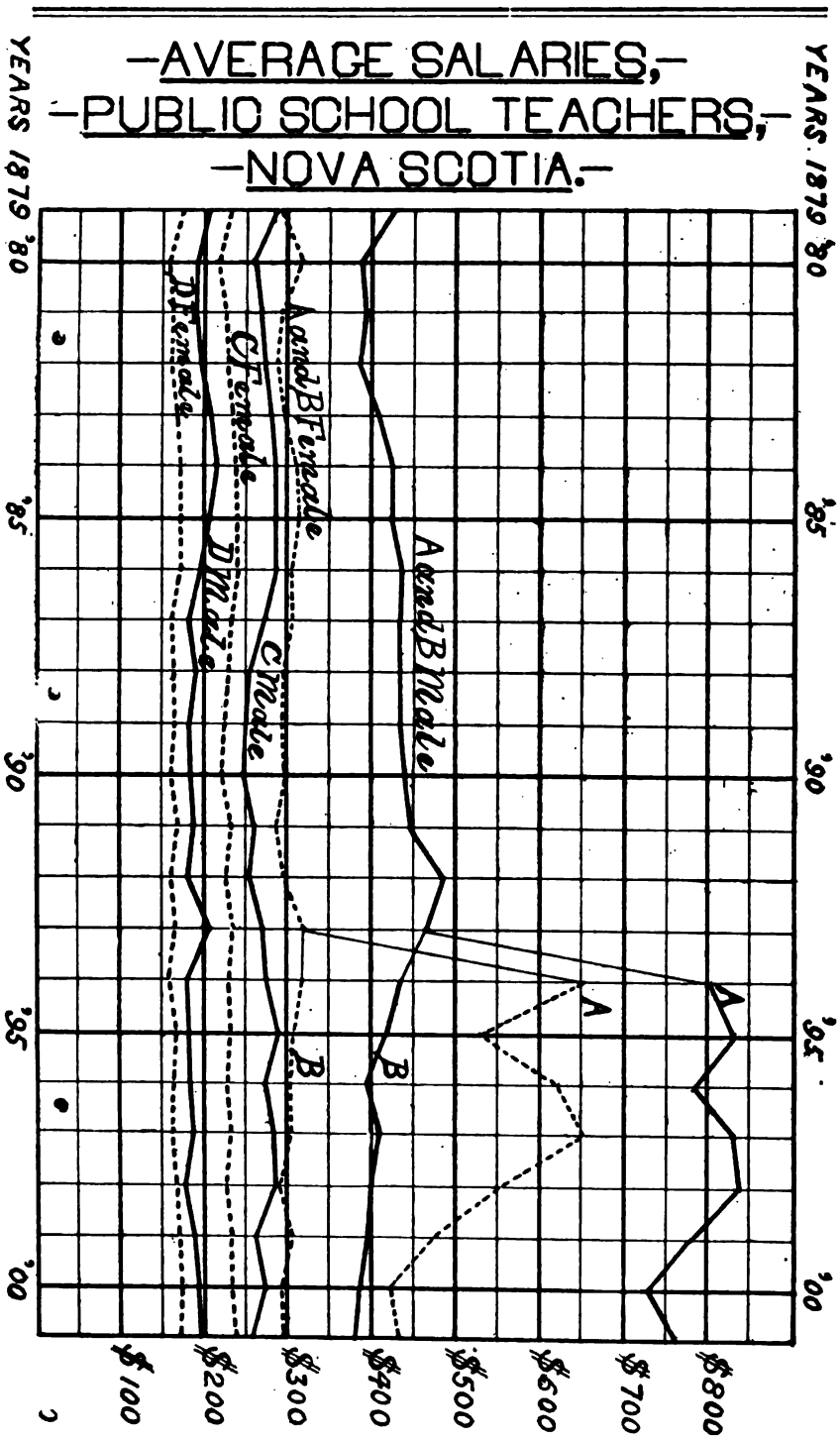
The readjustment of the Provincial Grant to teachers last year was an improvement on the previous year and the old scale. But the people did not uniformly increase the salaries from the section. On the whole, salaries could hardly be said to have risen—although in some classes they did rise, as can be seen in the last column (1900-to 1901) of the curves on page lii. Tables XIV and XV (pages 19 and 20), show the details of salaries in each county last year. The figures below show the average salaries of each class of teachers from the year 1879, which facts are represented graphically on the page following.

The late modification in the law has, however, benefitted the higher class of teachers in another and more distinct manner. It admits the scholarly class "A" teacher in the common school, if the common school in its grounds and general equipment as well as management is up to the standard, to a higher grant than formerly. In fact, it is probable that the old law is responsible for the undue pressure of common school pupils into high school grades, so as to enable the old "A" grants to be obtained. The present system acknowledges to a greater, if not to a sufficient extent, the importance of superior common school work.

AVERAGE SALARIES OF TEACHERS.

YEAR.	A AND B (M)		A AND B (F)		C (M)	C (F)	D (M)	D (F)
1879..	$425		$293		$290	$232	$204	$174
1880..	393		319		262	218	194	157
1881..	397		294		267	224	193	160
1882..	389		289		272	226	198	159
1883..	409		298		279	231	206	165
1884..	423		311		287	236	212	169
1885..	422		312		287	237	205	170
1886..	439		304		288	237	199	170
1887..	438		305		274	231	183	162
1888..	438		298		254	228	190	161
1889..	438		297		250	223	182	161
1890..	440		299		249	221	182	158
1891..	449		286		261	233	186	164
1892..	489		296		255	224	180	158
*1893..	348		240		205	178	152	122
	A (M)	B (M)	A (F)	B (F)				
1894..	$802	$438	$653	$319	276	228	181	157
1895..	838	419	534	310	288	232	182	163
1896..	789	398	622	302	275	227	182	161
1897..	836	406	651	303	284	228	184	162
1898..	841	400	553	291	287	226	179	164
1899..	781	399	477	308	261	231	188	166
1900..	733	392	423	293	272	231	190	166
1901..	763	384	433	294	258	234	193	165

*Three-quarter year.


—AVERAGE SALARIES,—
—PUBLIC SCHOOL TEACHERS,—
—NOVA SCOTIA.—
YEARS 1879 '80
'85
'90
'95
'00
$800
$700
$600
$500
$400
$300
$200
$100
0
A and B Male
A and B Female
C Male
C Female
D Male
D Female
A
B

As we cannot expect able men or women to remain in the profession without a fair living salary, it becomes the duty of parents and school boards as well as of the government to seek out those who have proved themselves to be good teachers, and pay them appropriately.

To be able to do this every school section should have its bounds enlarged as much as possible—wherever it will pay, enlarged beyond the two mile limit from the school house, with conveyance of the children to the school. The Inspectors as secretaries of their respective Boards of District School Commissioners have already commenced to stimulate the consolidation of small sections under the new powers given the Boards. Boards are directed to place no schools on the "Poor List" for special aid if they are less than the normal size unless geographical conditions prevent the enlargement. Without increasing the sectional rate of assessment, better teachers can thus be employed. The average rate in the different counties for a series of years will be shown in another paragraph.

THE MUNICIPAL FUND.

Table XV, page 21, shows that the Municipal Fund derived from the levy of an amount equal to 30 cents per capita, amounted to $119,876.42, of which $53,974.25 was paid to school boards on account of the teacher, and $55,739.67 on account of average attendance of pupils. This formed a very important part of the revenue of the poorer rural schools, ever since the adoption of the free school system.

But the Provincial Schools for the Blind,and for the Deaf and Dumb, under later legislation, have begun to seriously draw upon the fund in some of the poorer counties, as is shown in the fourth and fifth columns of figures Over $10,000 were drawn from this fund for these institutions this year. Were section 72 of the Education Act amended so as to allow 35 cents per capita to be raised instead of 30 cents, the fund would be as good as it was originally for the schools. It might be worth considering if it should not be raised still higher, in order to help the poorer sections to maintain more effective schools.

It is to be regretted, some think, that wealthy sections such as the City of Halifax, and the Towns of Dartmouth, Truro and Windsor, have by special legislation been cut off from contributing to this fund. It is held that such selfishness is not compatible with the idea of citizenship in a commonwealth, where the naturally poorer portions of the country should find some compensation in its union with the naturally richer portions.

It is held by many that the true principle of sectional assessment for schools is to assess the property of the resident for the schools of

the section in which his family is being educated, and in which he has the franchise of the annual meeting. Sections placed on the second schedule to the Education Act, tax property within the section which is not represented by a ratepayer at the annual meeting. It violates the general principle, "no taxation without representation."

But were the Municipal rate raised from thirty, say to forty cents per head, all property throughout the Municipality would be contributing generously to the general Municipal fund for all schools, so that the second schedule with Section 80 of the Education Act might be repealed, leaving the original and general law in operation everywhere, thus giving every property owner representation at the annual meeting through whose action the property is to be assessed.

Perhaps our legislators should study this question afresh, and in the light of the revelation of the following table as to the rates of school assessments in the different counties.

Sectional Taxation.

From Table VII, page 11, the following calculations are made showing the valuation of the average school section in each county and in the province, and the sectional assessment with the rate per $100, for 1901. The rates for the four preceding years are also given for comparison. It must be remembered that the scales of valuations in different counties may be different.

County.	Sections having Schools.	Valuation of property in sections.	Valuation of Average section	Average assessment in each section.	Rate per $100 1901.	Rate per $100 1900.	Rate per $100 1899.	Rate per $100 1898	Rate per $100 1897.
Guysboro	69	$ 961,778	$ 13,969	$ 224	$1.60	$2.14	$1.45	$1.82	$1.83
Richmond	63	627,307	9,958	125	1.25	1.19	1.18	1.18	1.02
Victoria	60	504,000	8,400	103	1.22	1.19	1.31	1.39	1.03
Inverness	128	1,208,494	9,441	85	.90	.98	.97	.99	.95
Shelburne	63	1,445,106	22,946	202	.88	.87	.83	.83	.82
Pictou	126	4,857,249	38,550	302	.78	1.05	.78	1.05	.67
Digby	78	2,136,543	27,392	210	.77	.76	.61	.62	.71
Halifax County	127	3,932,476	30,964	228	.74	.74	.73	.74	.77
Hants	96	4,148 186	43,210	300	.69	.65	.65	.57	.47
Queens	45	1,177,114	26,158	151	.58	.45	.44	.50	.73
Cumberland	146	6,479,006	44,377	246	.56	.49	.55	.49	.60
Lunenburg	147	4,437,748	30,189	164	.54	.63	.44	.55	.51
HalifaxCity	1	21,169,180	....	111,700	.53	.54	.40	.44	.45
Colchester	119	5,160,996	43,370	226	.52	.41	.52	.54	.53
Cape Breton	96	6,552 517	68,255	331	.49	.97	1.27	.89	.97
Annapolis	98	4,072,793	41,559	197	.47	47	.43	.42	.42
Antigonish	70	1,737,611	24,823	117	.47	.42	.41	.44	.44
Kings	100	4,949,882	49,499	227	.46	.43	.44	.36	.36
Yarmouth	71	6,467,667	91,094	383	.42	.43	.44	.55	.40
Nova Scotia	1703	82,026,153	48,166	276	.57	.63	.55	.57	.55
Nova Scotia without Halifax City	1702	60,856,973	35,756	241	.59	.66	.61	.63	.60

LATIN IN NOVA SCOTIA.

There remains but little space to comment on the trend of public opinion as shown in the selection of optional subjects; and as the "dead languages" in the High School is the *bête noir* of the ordinary critic, a word on the most popular of them may be said.

It must be remembered first, that Latin is entirely optional, unless local teachers or school boards make it imperative on pupils, for which the local authority alone should be held accountable. Secondly, as it has already been pointed out, the high school course is designed specially for those who cannot take a University course; but for economical reasons it is articulated with the University courses, preparation for which would be attained by a very much narrower course than we are actually called upon to provide. It must be acknowledged that Latin has its advantages, to judge from its popularity with educated and able men in all ages; and that Latin may be studied in the high school with advantage although the student never goes to college, or going to college takes a course in which Latin may be omitted. If we must provide the manual training which one man wants, the English which another man wants, the writing and figuring which another wants, why should not the taxpayer who knows the value of Latin have his favorite subject, provided it is not also forced on the others—and especially at the present time, when the Government has outlined a scheme of subsidizing manual training which in a few years is likely to cost more than the special grants given to the 128 schools in which Latin is taught but for an average of *seventeen* minutes per day? What we need is not the abolition of the chance for the poor boy who has genius to rise to the highest position of influence in the governing caste, where his presence and his experience will enable those who rule to understand the conditions of the poor so as unite their interests with those who for the time being are the wealthy, in the maintenance and administration of the commonwealth. What we need is not the abolition of the chance of the poor who have genius to acquire a classical education if they are naturally fitted for it, but to supplement the classical with the scientific and the technical for the greater number who will become more useful through such courses of instruction. What appears to the ordinary unthinking man, or even to the able but too busy man, an unnecessary education, may really be a thousand times more valuable to the general public in the course of events than what *he* thinks may be the most valuable. We must not educate every one to do the same things, or else we are narrowing the range of human employment and making the struggle for existence more intense and bitter. Full employment and harmony is to be found in the discovery and exploitation of as many and as diverse employments as possible, when we shall have our neighbors as customers instead of competitors, to use a figure which can be understood by everyone. It is for this reason, that while efforts are being made for the extension of education into new channels, those

most deeply concerned in the development and destiny of the country express themselves so often in the same vein as his Royal Highness the Prince of Wales, when replying to his welcome in Halifax on the 19th of October last, when he said:

"I am glad to gather from the address of the University of Dalhousie that in the midst of that national prosperity you happily enjoy you have not neglected the interests of higher education. You recognize that nothing is so essential to the advancement of a people as adequate provision for a training which will keep the coming generation abreast of the march of intellectual progress and scientific knowledge."

In the high schools of the United States Latin increased very rapidly within the last few years—a sketch of which is contained in the address of President Stanley Hall last fall, which is quoted below. But there has been no excessive increase in Nova Scotia to merit the repetition of such criticism here as has been occasionally flooding the press there.

Latin was in 1901 taught in only 128 schools in the province, the average time per day throughout them all being about seventeen minutes. The extremes are found in Yarmouth county, with four schools, and an average of forty-two minutes per day; and Lunenburg county, with five schools, only seven minutes per day. Surely not a serious loss of time, even were there as little educational benefit in Latin as some assert. There were only 1,635 learning Latin out of 7,296 high school pupils—only 16 out of every 1,000 attending the public schools. In 1900 there were 1595 studying Latin, and seven years ago only 1508. So that the increase is not abnormal.

Latin in the United States.

I quote from G. Stanley Hall's (President of Clark University) address before the "New England Association of Colleges and Secondary Schools, 9th October, 1901:—

In 1899, 239,981 students in American public high schools were studying Latin, of whom 47.55 per cent. were male and 52.45 were female. The increase from 34.69 per cent. in 1890 has been quite steady. In the eight years preceding 1898, while the total high-school enrolment increased 84 per cent, the pupils in Latin increased 174 per cent, or twice as fast. It was taught in 4,706 of the 5,495 public high schools in the country and taken by 16,672 more students in 1899 than in 1898. This is all the more remarkable when we find that the proportion of high schools in the country which are reported as fitting for college in any grade, has declined from 14.44 per cent. in 1890 to 11.54 per cent. in 1899; that in Massachusetts, where there are 13,563 high school pupils the first year, there are only 4,655 who enter the fourth year, and in 1899, 818 who went to college, or an average of about 3⅓, were from the 244 Massachusetts high schools. While we have no direct statistics upon that subject, it is plain that the great majority of those who begin Latin in the public high schools not only do not enter any higher institution, but do not graduate from the high school. In Massachusetts only half those who enter the first reach the third year, and only a little over one-third of them reach the fourth year.

It would be interesting to know, what I can find no statistics to tell, whether it is not mostly these embryo Latinists who drop out limp, discouraged and disappointed. This fact constitutes an extraordinary situation, which classicists think a triumphant vindication of their claims of the inherent culture power of Latin, which the public at last recognizes, and a defeat of those who would establish science. It seems a

victory of the old college idea. Some Latinists take bolder and more advanced grounds and agree with Bennett, who urges that language is the supreme instrument of culture, and Latin is the supreme language for education. Whereas Latin was formerly defined as a good thing to know well, Bennett argues that its best use is for those who go but a little way in it; that it is a better drill in English than English itself, and better than French and German, because they are so soon and easily acquired to the point where they are read without translating as we go along into the vernacular. Just as soon, he says, as the content dominates words, "the mind is carried away by the general sense and the details and shades of expression escape." The end is linguistic, not literary; thought must not move too freely in the new language; proficiency in it must not go too far; and even after we know it pretty well we must persist in translating into English as we read. The highest value of this choicest topic is not only for beginners, but, says Bennett, for those of average ability. Only for those exceptionally gifted is the study of the mother tongue alone sufficient, and its educational value cannot be secured by those much below the average ability If this is not so, he says tens of thousands of high school pupils are making a prodigious and most wasteful error, and the sooner we recognize it, the better for our civilization. This latter alternative, I deliberately believe, and hold that the modern Latin craze is calamitous to the point of pathos, especially in view of the urgent need of other topics.

The facts needed for a full explanation of this rage for Latin are not all yet at hand; many of the causes are external; in some high schools Latin is required for the first year or longer; in others strongly advised. Again, as the high school in a sense sprung from the old Latin school, it still means latin to a large part of the community, most so it appears among Roman Catholics, and there are many indications that the percentage of girls studying Latin will soon exceed that of the boys. Latin, too, has acquired much momentum by inheritance from the old but often defunct English grammar with parsing and analysis. Those who hope and wish to teach find it next to algebra the safest investment, and it is the best students who wish to teach. Again, it is one of the cheap subjects to teach, especially as compared with science, and Latin teaching is more open to women than science.

The chief cause, however, I believe is its prestige and tradition which are prodigious. This superstitious reverence of Latin has a second illustration in the autobiography of Booker Washington, who says that during the reconstruction period from 1867 to 1868, the colored people had two crazes—to know the classical languages and to hold office. It was felt, he adds, that "a knowledge, however little, of Latin, would make a very superior human being, bordering almost on the supernatural," and he conceives a large part of all his own mission among his race to be the overcoming of these two passions. Latin is, or has been so inexorably demanded by the college gatekeepers that to omit it on entering the high school has often meant to abandon all chance of going to college, however faint the prospect be. So thoroughly are even public high schools permeated to the saturation point with academic interests that work from the higher institutions downward; and so as yet unformulated and dumb is the sentiment of the people who founded and supported the public high schools to fit for life instead of for college, that perhaps nothing in our whole system of education better illustrates how extreme one tendency may become in a transition epoch before the inevitable reaction.

I will not raise here the ghost of the old discussion which has raged about the classics, but I do protest that everything we know of nature and needs at this age cries out against making the early stages of Latin, for those who will soon drop it, the best study they could select, and I urge that this new craze for Latin rudiments involves losses no less than tragic, whether we consider the arbitrary and conventional reasons of choice, the purely formal nature of the training just at the age when the soul most hungers for substantial courses now so well supplied, and which are so much better for all that great majority who enter the high school and leave before graduating.

THE COLLEGES.

Under Section 6 (9) of the Education Act I am required "to collect as far as possible the statistics of all educational institutions in the Province." Those of the Colleges are shown in Table XXII, page 39. The classification of the students of the Presbyterian Col-

lege was inadvertently entered by the compiler under the head of "Students in Arts," whereas they were intended for "Theology," for which no space has been made for students of each year. With this explanation* the sums total are practically correct, for the theological students are admitted after completing an Arts course. It is difficult to represent the statistics of each college in a schedule, when the interpretation is made in each case by a different individual. But the main facts are clear.

The Colleges of the Province have an aggregate of:

Professors	57	=	89
Lecturers	32		
Male undergraduates in Arts	397*	=	497
Female undergraduates in Arts	114		
General students	10		

*Less 24 Students in Theology.

Male Students in Science	25	=	28
Female Students in Science	3		
Male Students in Medicine	82	=	93
Female Students in Medicine	11		
Regular Students in Law	32	=	47
Partial " " "	15		
Regular Students in Theology	36	=	40
Partial " " "	4		
Grand Total Students in the Colleges of Nova Scotia		=	686
Total graduates from the Colleges of Nova Scotia to date, according to returns received		=	2625

THE DEGREES CONFERRED IN 1901.

B. A. 75	LL. B. 12	Ph. D. 1
M. A. 19	B. C. L. 4	M. D., C. M. 13
B. Sc. 4	D. C. L. 3	B. D. 2
D. D. 7		

Total 140.

As mentioned in the Report of last year, the Universities are extending their courses to include the sciences and their applications to the industries—technology. St. Francis Xavier has specially excelled in this extension during the year.

TECHNOLOGICAL INSTITUTIONS.

Now that the government has so liberally stimulated the manual training idea in the public schools, we may expect in a few years a great number of young people to be ready to enter with profit on technological courses preparatory to the exploitation of those provincial industries in which trained scientific skill is most needed.

In our high school system advantage is taken of affiliation with some collegiate institutions, to save the expense of separate institutions. The affiliation of technical colleges with some of our strongest universities would probably, if practicable, attain a given standard of efficiency at half the cost of the erection of a single polytechnic university *de novo*. And a single polytechnic would in like manner attain the same standard much more cheaply than a series of separate technical schools, in which both instructors and equipment would to some extent be expensively duplicated or repeated. The difficulty in selecting the best course is our heritage from the denominational rivalries of the past century, which has already bequeathed to us several unalloyable fragments of a university instead of a single institution around which all institutions could cluster, and from which all citizens could derive equal advantages.

Colleges and Schools

without degree conferring powers have their statistics shown on page 40 following. It appears that there are at least 1720 pupils in attendance at these institutions, which range from private schools for children to ladies' seminaries and business colleges.

Government Night Schools

have their statistics shown on page 36.

Schools under Department of Mines.

During the past season the schools of mining instruction were continued on the usual system by the Department of Mines. Schools were in operation at Springhill, Westville, Stellarton, Sydney Mines Old Bridgeport, Bridgeport, Glace Bay, Caledonia and Reserve Mines.

At the examinations held last July, 2 managers, 12 underground managers and 13 overmen received certificates.

Schools of instruction for engine men were not held during last year, but arrangements are being made for holding them during the year 1902.

The Inspectors' Reports

appear in the appendix from page 98 to page 145 and are all valuable as giving a picture of the educational conditions and tendencies in the different portions of the Province. The work of inspection is of the greatest value, for the inspector is the man who, as a rule, creates that advanced opinion in the section which ultimately overcomes the primitive inertia of communities, determining a majority eventually to erect suitable buildings, supply

necessary apparatus, and provide for a good teacher. The minority, who are thus forced to contribute to a better state of things, often show bitter feelings not only to the originator of reform, but to the system. Although such parties may be ashamed to acknowledge the true motive of their criticism, the fact of its occurrence in sections where the taxes are threatened to be increased, may often be a guide to the motive. The officer who is of the most use, in this manner, unconsciously and of necessity must pain some individuals. But the quantity of pain thus produced, if the officer is careful, charitable and tactful, is often an approximate measure of his usefulness.

So important is the work of the inspector, that if possible the area of his operations should be limited to a smaller number of schools, in other words, the staff should be increased.

The sections without schools are described briefly, in a special report beginning on page 146, for the purpose of illustrating the difficulties with which inspectors have to cope in consolidating sections and in endeavoring to keep pioneer and fluctuating settlements supplied with schools.

Halifax Schools.

On page 161 will be found the report of the Chairman of the School Board of Halfax, which is always of special value on account its being a large and wealthy section with the most capable officers to direct the work, and the fullest opportunity to test the most promising methods. Ten years ago, Manual Training, for instance, was first introduced here. To day the finest public school Manual Training building in Canada, for wood and metal work, and the domestic sciences, is being erected by the School Board.

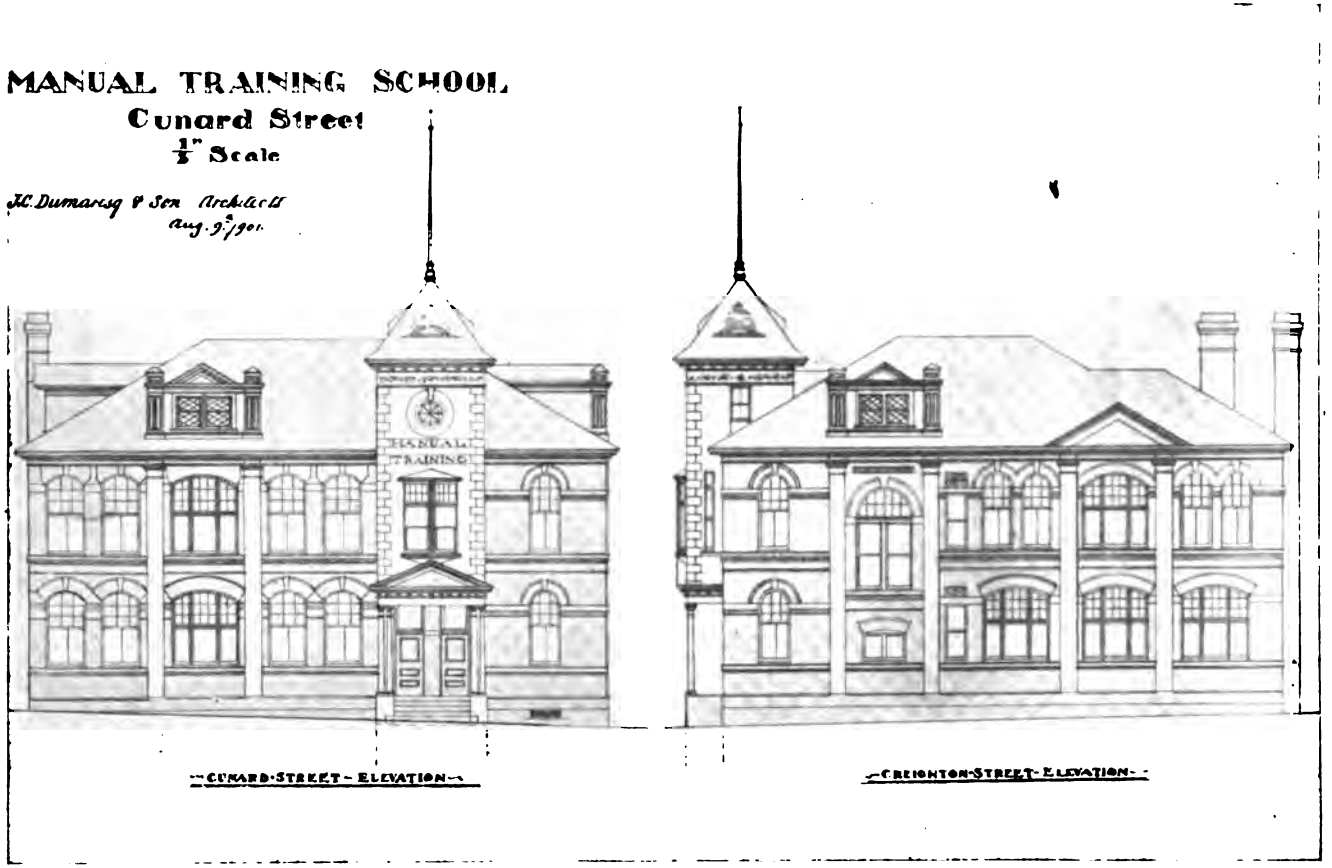
Blind and The Deaf and Dumb.

Full reports from these splendid institutions are given in Appendix F, beginning respectively on pages 185 and 183.

TRUANT SCHOOLS.

The Protestant Industrial School and the St. Patrick's Industrial School in Halifax function as truant schools; but as the teachers are licensed by the Council of Public Instruction, they are classed as public schools, and their statistics are absorbed into those of the public schools of Halifax.

It is to be regretted that there is no Parental School for uncontrollable children who have not become criminals, to which a child requiring such care could be sent from any school section of the Province, where within a few years his unstable character might be formed aright and fixed.



ELEVATIONS, MANUAL TRAINING SCHOOL. HALIFAX, N. S., 1901.

THE VICTORIA SCHOOL OF ART AND DESIGN.

The report of this institution is given on page 198.

HALIFAX MEDICAL COLLEGE.

is reported on page 204, and is followed by reports of the training schools for Nurses in the Nova Scotia Hospital, in Dartmouth; the Victoria Hospital, in Halifax; and the Aberdeen Hospital, in New Glasgow.

SCHOOL OF HORTICULTURE.

This institution, which is in receipt of Provincial aid, has a summary report from its Director, F. C. Sears, on page 208, a fuller one being given in the Report of the Department of Agriculture.

TEACHERS' INSTITUTES.

In Appendix G, at page 210, are reports from these institutions, beginning with that of the Summer School of Science, held at Lunenburg—the most largely attended convention of this institution. Then follow the reports of the Institutes held at Great Village, Digby and Pubnico.

The fourth triennial session of the Dominion Educational Association was held at Ottawa in August from the 14th to the 16th; and therefore belongs techincally to the next school year.

An excellent Institute was held before the Christmas vacation at Antigonish. It was attended by a very large proportion of teachers of Antigonish and Guysboro.

From the suggestions of Inspector Macdonald and my observation of what work can be done for the benefit of teachers at such institutes, I am recommending the trial of an extended Institute or Teachers' Summer School at a point accessible to the Cape Breton counties, and possibly those of Antigonish and Guysboro, in order to awaken greater pedagogical interest in this promising portion of the Province.

THE PROVINCIAL EDUCATIONAL ASSOCIATION.

Owing to the extension of the Teachers' Institutes, which will by next year be probably held in every quarter of the province, and to the presence of the Dominion Educational Association and the American Institute, this Association held no meeting lately. As there is no other educational convention of provincial character projected for next summer, and as no one can complain of its too frequent recurrence, a convention should be held sometime in 1902. Its constitution, which might be enlarged so as to admit as mem-

bers representatives from provincial industrial organizations, such as the Farmers' Association, the Mining Society, etc, is defined in the School Law as follows:

126. The Superintendent of Education shall have authority to assemble annually if desirable in either Truro or any other place which may be approved by two-thirds of the executive committee hereinafter provided for, an educational association, whose object shall be to promote the efficient operation of the public school system, and the professional improvement of its members by the discussion and elucidation of educational problems.

127. The membership shall be,—

(*a*) *Ex-officio*, the Superintendent, the principal and professors of the Normal School, the provincial examiners, the inspectors of schools, the presidents of colleges within the province, and one representative chosen annually by each divisional institute for every twenty-five enrolled members present at the annual meeting of each institute; and

(*b*) *Ordinary*, all licensed teachers, professors and instructors in colleges and seminaries, trustees and commissioners of schools by enrolment and the payment of such fees (not exceeding one dollar) as the association itself may determine.

New Buildings.

During the year very creditable school buildings have been under construction, chief among which are the Academy at Sydney, the Public School at Chester, both of which will be opened during the year ending 1902. In Chester the Ladies have raised over $400 to supplement the vote of the School Board in equipping Manual Training departments in the new school building. Truro, Bridgetown and Shelburne have also entered upon the construction of modern school buildings. Reference has already been made to Halifax, and the other towns in which creditable buildings are being erected or have been secured.

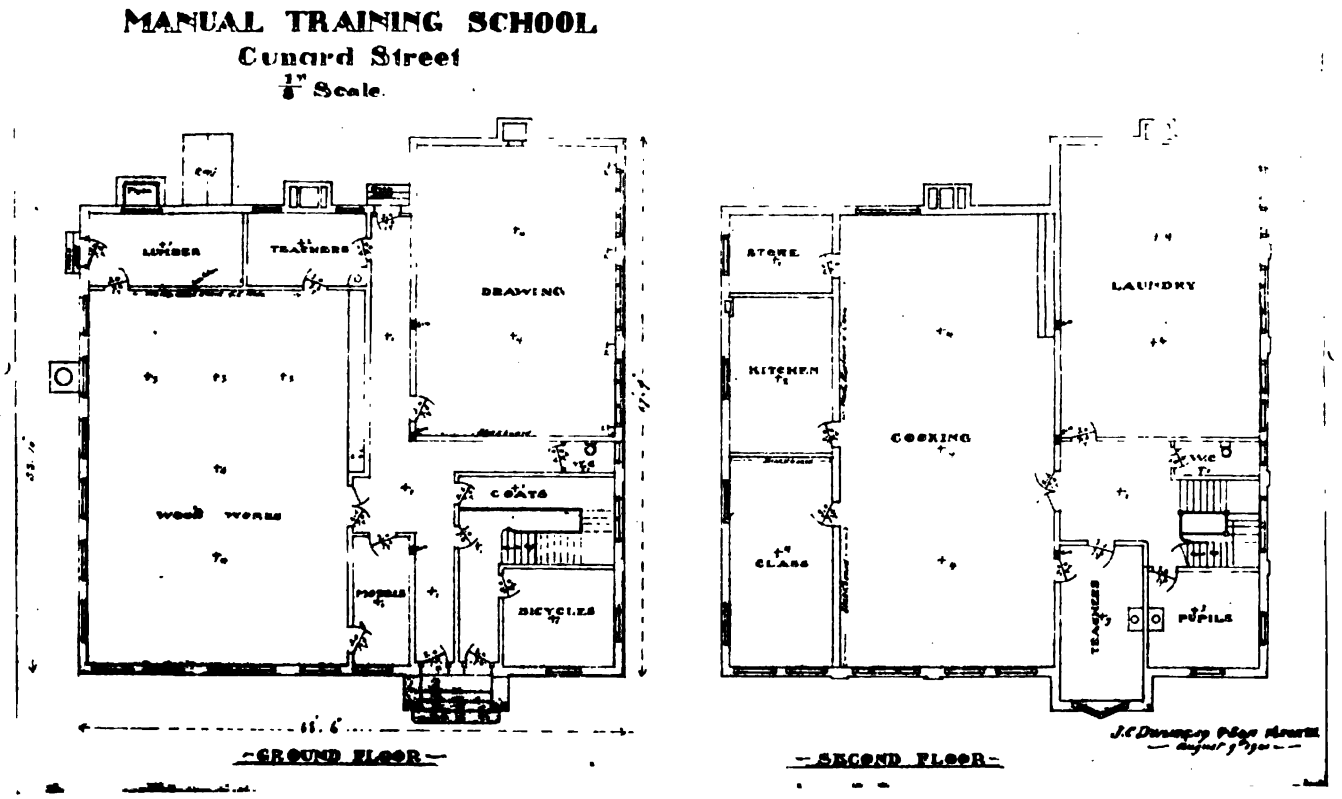
Increased Expenditure.

Table XXVI, page 47, exhibits a summary of the total Government grants for education. There are two items which henceforward will be greatly increased, First, the current expenses of the Normal School, which will in future include that of the Science Building formerly charged to Agriculture. This is, however, merely a transference from the account of agriculture to that of education, due to the proximity of the Science building to the Normal School and the necessity of their joint management.

Second, the prospective increase of Manual Training schools in the near future, considering the liberal grants offered them, a maximum of $600 per section, indicates a large increase in the future grants devoted to this object. The amounts drawn by the Schools for the Blind and the Deaf and Dumb are also increasing.

Extra Work of the Year.

During the year the following work had to be done in addition to the ordinary work of the Department each year. The Manual of the School Laws was revised in accordance with the Revised



PLANS, MANUAL TRAINING SCHOOL, HALIFAX, N. S., 1901.

Statutes of 1900, the Regulations of the Council of Public Instruction were revised and extended, plans of school houses for rural sections were prepared with specifications and published as an appendix to the Manual, a copy of which was sent free by order of the Council to each board of trustees in the province.

The Normal and Science buildings of the Provincial Normal School at Truro were completed and furnished with a very carefully selected and full equipment.

Regulations of Manual Training schools (both Mechanic and Domestic Science) were provisionally drawn up, tested and revised; and the proper furnishing of the schools at the various centres already specified was necessarily a matter of greater concern than they will be in the future after the experimental stage is past.

All the statistical blanks, registers and returns were remodeled in order to admit of the fuller comparison of our statistics henceforward with international schemes of educational statistics

The discussion of text books last year imposed a great amount of labor in the examination of numerous books with a view of discovering any which might be more suitable to our educational needs in respect of quality and cost than those which are at present prescribed or recommended.

SEEN FROM ABROAD.

At the Paris Universal Exhibition of 1900 a representation of our high school work, system and equipment was exhibited, for which a Grand Prize Diploma was awarded.

The Government of Great Britain published a synopsis of the Nova Scotian system of Education, with a sketch of its development and a full and illustrated summary of its statistics in Volume IV of its Special Reports, occupying seventy-two pages, from page 263 to page 334.

Our texts in Arithmetic have displaced the older texts in another province, and in the remaining provinces the old texts when retained have been revised on similar lines.

The Manual Training Course of study and regulations for teachers formulated for the Truro Macdonald School have been substantially adopted for the Macdonald Schools in all the other Provinces of the Dominion; and the Truro school in affiliation with the Provincial Normal School, has been made the training school for teachers for the three Provinces, New Brunswick, Prince Edward Island and Nova Scotia, at the expense of the Sir William Macdonald Fund.

The "manual training" and "nature study" (for some years on our course without popular exploitation) have been taken up by Sir William Macdonald on the recommendation of Professor W. J. Robertson, who is not only improving them here but is carrying them into every province of Canada.

And our plan of stimulating the observation of nature with the accurate recording of such phenemona in the schools, has not only been introduced into some of the other provinces, but has already been started in a very attractive form in Denmark as "*Naturiagttagelser.*" In the instructions printed on the neat and elaborate schedule occurs the sentence "*Som en saadan Forberedelse, synes jeg, de Naturiagttagelser, som Hr. Skoleinspektor Michelsen, Skanderborg har gjort opmaerksom paa foretages i Kanadiske Skoler, fortrinlig vil egne sig.*" (By way of preparation it appears that the nature-observations carried on in Canadian Schools and reported upon by Herr Michelsen of Skanderborg, School Inspector, will pre-eminently serve)

All of which is respectfully submitted.

I have the honour to be,

Your obedient servant,

A. H. MACKAY,
Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, &c.

TABLE I.—SCHOOL SECTIONS, &c. (General).

Nova Scotia, Year ended, July, 1901.

Counties.	Total No. of School Sections.	No. of Sections without School any part of the year.	Total No. of Schools in Session during any part of year.	No. of Schools in session 50 days or under.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 and under full year.	Full year of 215 days.	Average No. of days all Schools were in session.	No. of Teachers.	No. of Licensed Assistants.	No of Teachers holding Normal School Diplomas.	No. of Pupils registered at School during year.	Proportion of Population (census of 1901) at School during year.	No. of School Libraries.	No of School Scientific Collections.
Annapolis	108	10	120	.....	2	4	12	43	59	204.	128	.....	60	4429	1 in. 4.2	4	13
Antigonish	80	10	88	1	4	3	17	24	39	198.2	88	1	25	3037	1 " 4.4	5	3
Cape Breton	132	36	162	2	6	14	31	36	73	192.5	162	1	47	8215	1 " 5.8	6	10
Colchester	124	5	158	.....	1	6	34	72	45	200.6	171	.....	90	6043	1 " 4.1	10	8
Cumberland	155	9	208	.....	4	3	43	128	30	202.3	226	.....	119	8755	1 " 4.1	8	7
Digby	80	2	109	1	....	2	10	41	55	207.5	113	1	32	4830	1 " 4.2	5	13
Guysboro	81	12	93	1	1	8	16	25	42	195.8	93	.....	27	3791	1 " 4.8	3	2
Halifax City	1	.....	147	5	....	....	7	.....	135	195.	147	1	62	7782	1 " 5.2	20	50
Halifax Co	132	5	158	2	3	11	18	81	43	195.1	166	1	54	7335	1 " 4.6	38	17
Hants	96	.....	126	.....	2	7	7	56	54	203.7	136	.....	74	4738	1 " 4.2	28	27
Inverness	150	22	131	1	7	9	24	50	40	193.	131	.....	39	4790	1 " 5.1	2	2
Kings	105	5	129	.....	3	5	12	64	45	202.8	137	.....	59	4949	1 " 4.4	26	27
Lunenburg	147	.....	182	.....	2	12	15	91	62	200.	195	.....	59	7476	1 " 4.3	18	20
Pictou	131	5	175	.....	1	4	19	100	51	204.	190	.....	55	6595	1 " 5.2	6	11
Queens	45	.....	60	.....	2	6	6	31	15	194.	61	.....	14	2074	1 " 4.8	12	16
Richmond	71	8	75	.....	....	4	4	28	39	206.7	75	.....	17	3014	1 " 4.4	1	2
Shelburne	64	1	85	.....	....	....	4	36	45	210.4	89	.....	25	3257	1 " 4.3	2	5
Victoria	72	12	60	.....	....	4	14	29	13	200.	60	.....	20	2054	1 " 5.1	1	1
Yarmouth	74	3	121	.....	1	5	5	81	29	205.8	124	.....	69	5246	1 " 4.3	11	14
Total 1901	1848	145	2387	13	39	107	298	1016	914	200.6	2492	5	947	98410	1 in. 4.6	206	248
" 1900	1875	132	2417	9	30	117	235	1138	888	203.7	2557	6	887	100129	1 " 4.4	258	245
Increase	.....	13	.....	4	9	....	63	.....	26	.....	.....	.....	60	.....	.....	.....	3
Decrease	27	.....	30	.....	....	10	....	122	....	3.1	65	1	.....	1719	1 in. 268	52	.....

TABLE II.—TEACHERS EMPLOYED (Classification and Analysis).

Nova Scotia, Year ended, July, 1901.

Counties.	Male.							Female.							Total.		
	Academic A (cl. & sc.)	Academic A. (cl.)	Academic A (sc.)	First-class B.	Second-class C.	Third-class D.	Third (Prov.) D.	Academic A (cl. & sc.)	Academic A. (cl.)	Academic A. (sc.)	First-class B.	Second-class C.	Third-class D.	Third (Prov.) D.	Males.	Females.	Total.
Annapolis	.....	7	.....	14	8	4	1	....	....	.....	24	22	40	8	34	94	128
Antigonish	.....	4	.....	6	11	10	5	.....	.....	.....	3	22	18	9	36	52	88
Cape Breton	.....	7	.....	12	16	12	3	.....	.....	..	12	45	51	4	50	112	162
Colchester	.....	7	1	10	7	3	1	.....	1	.....	21	58	48	14	29	142	171
Cumberland	.....	5	2	9	13	7	1	....	2	.....	34	68	70	15	37	189	226
Digby	.....	1	1	6	7	7	5	.....	.....	.....	7	26	46	7	27	86	113
Guysboro	1	.....	1	4	5	5	6	.....	.....	.....	8	24	29	10	22	71	93
Halifax City	.....	8	.....	5	1	1	.....	.....	3	.....	48	76	4	1	15	132	147
Halifax Co	.....	1	.....	5	8	3	.....	....	2	.....	16	65	64	2	17	149	166
Hants	.....	3	.....	3	7	2	1	.....	3	.....	23	51	37	6	16	120	136
Inverness	.....	1	1	10	22	18	7	.....	.....	.....	2	15	41	14	59	72	131
Kings	.....	2	1	8	4	3	3	.....	7	.....	27	42	25	15	21	116	137
Lunenburg	.....	4	.....	4	9	5	.....	.....	2	1	10	50	109	1	22	173	195
Pictou	1	6	2	5	16	9	5	.....	.....	.....	22	59	45	20	44	146	190
Queens	.....	1	.....	1	2	1	.....	.....	.....	.....	8	18	29	1	5	56	61
Richmond	.....	1	.....	5	12	15	3	.....	.....	.....	2	9	21	7	36	39	75
Shelburne	.....	2	1	3	10	7	.....	.....	.....	.....	9	32	25	.....	23	66	89
Victoria	.....	.....	1	2	6	12	6	.....	1	.....	3	6	17	6	27	33	60
Yarmouth	.....	2	4	10	2	2	.....	.....	.....	3	21	49	31	.....	20	104	124
Total 1901	2	62	15	122	166	126	47	.....	21	4	300	737	750	140	540	1952	2492
" 1900	2	58	10	143	184	174	45	.....	14	5	270	761	749	142	616	1941	2557
Increase	.....	4	5	.....	.....	.....	2	.....	7	.....	30	.....	1	.....	.....	11	.....
Decrease	.....	....	.....	21	18	48	.....	.....	.....	1	.....	24	.....	2	76	....	65

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS)—*Continued.*

Nova Scotia, year ended, July, 1901.

Counties	Licensed Ass'ts.					Total Period of Service.										
	Males.	Females.	New Teachers.	Old Teachers, but new to Section.	Teachers continued in the same Section as previous year.	No whose total service as teacher was one year or under.	Over one and up to two years.	Over two and up to three years.	Over three and up to four years.	Over four and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	.....	.....	18	70	40	18	18	17	16	11	19	7	7	6	6	3
Antigonish	1	.....	9	29	50	19	7	11	3	1	12	9	12	6	4	4
Cape Breton	.....	1	19	65	78	36	17	12	10	11	15	16	22	12	10	1
Colchester	.....	.....	36	77	58	67	26	15	12	14	12	10	10	2	2	1
Cumberland	.....	.....	55	75	96	76	37	16	26	17	19	13	12	5	5	....
Digby	.....	1	23	50	40	23	23	8	5	6	13	15	9	5	3	3
Guysboro	.....	.....	25	50	18	41	7	10	9	7	8	5	5	1	.....	....
Halifax City	.....	1	6	5	136	8	5	7	6	8	14	16	28	24	20	11
Halifax Co	.....	1	35	68	63	61	24	11	13	6	18	12	14	4	3	....
Hants	.....	.....	31	60	45	31	18	19	17	5	14	11	12	4	5	....
Inverness	.....	.....	23	32	76	23	12	17	8	13	9	18	13	8	8	2
Kings	.....	.....	28	62	47	28	21	17	18	13	15	11	8	4	2	....
Lunenburg	.....	.....	36	73	86	68	13	20	20	9	15	27	13	8	1	1
Pictou	.....	.....	41	75	74	71	26	13	4	11	22	18	14	5	5	1
Queens	.....	.....	12	22	27	16	7	8	3	5	3	14	3	2	.....	....
Richmond	.....	.....	14	33	28	17	8	9	6	8	4	8	8	3	3	1
Shelburne	.....	.....	24	34	31	24	15	12	5	6	6	10	6	3	1	1
Victoria	.....	.....	15	36	9	15	11	5	8	5	4	4	5	1	1	1
Yarmouth	.....	.....	16	51	57	16	15	17	9	7	19	11	12	12	5	1
Total 1901	1	4	466	967	1059	658	310	244	198	163	241	235	213	115	84	31
" 1900	.....	6	463	1066	1028	656	274	238	227	163	258	275	216	114	108	28
Increase	1	.....	3	.....	31	2	36	6	.....	.....	.....	.....	.....	1	.....	3
Decrease	.....	2	.....	99	.....	.....	.....	.....	29	.....	17	40	3	.....	24	....

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF ACADEMIC AND FIRST CLASSES).

Nova Scotia, Year ended, July, 1901.

Counties.	Classes A. & B.—Males.									Classes A. & B.—Females.								
	Service one year or under.	Over one and up to three years.	Over three and up to five yrs.	Over five and up to seven years.	Over seven and up to ten yrs.	Over ten and up to fifteen yrs.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years.	Over three and up to five yrs.	Over five and up to seven years.	Over seven and up to ten yrs.	Over ten and up to fifteen yrs.	Over fifteen and up to twenty years.	Over twenty and up to thirty years	Over thirty years.
Annapolis	1	1	4	3	1	4	1	4	2	3	5	5	7	2	.....	1	.....	1
Antigonish	....	2	.....	2	1	1	1	2	1	1	.....	.....	.....	.....	.....	1	.....	1
Cape Breton	3	3	.....	3	3	4	1	1	1	2	1	2	1	2	2	2	.....	....
Colchester	6	5	1	1	2	.....	2	.....	1	3	5	6	4	2	2	.....	.....	....
Cumberland	3	4	1	2	.....	3	1	2	....	8	6	13	1	5	3	.....	.....	....
Digby	1	2	2	....	1	1	1	.....	....	1	2	1	.....	1	1	1	....	....
Guysboro	....	2	2	1	.....	1	.....	.....	....	3	1	2	1	1	.....	.....	....	....
Halifax City	2	.....	.....	.....	2	3	2	2	2	3	4	5	8	1	11	10	6	3
Halifax Co	3	1	.....	1	.....	.....	.....	1	....	2	9	4	2	.....	.....	1	.....	....
Hants	.....	3	.....	.....	.....	1	.....	2	....	3	8	6	2	4	2	.....	1	....
Inverness	.....	2	1	1	.....	1	1	4	2	.....	.....	1	1	.....	.....	.....	.....	....
Kings	.....	5	3	1	.....	1	1	.....	....	6	8	11	5	2	2	.....	.....	....
Lunenburg	.....	1	2	3	.....	.....	1	.....	1	.....	1	3	2	4	2	1	.....	....
Pictou	2	3	2	1	2	1	.....	2	1	3	4	2	6	4	1	2	.....	....
Queens	1	.....	.....	.....	.....	.....	1	.....	....	.....	1	2	2	2	.....	1	.....	....
Richmond	...	.....	1	.....	2	.....	1	2	....	.....	.....	.....	.....	1	1	.....	.....	....
Shelburne	.....	2	2	....	.....	1	1	.....	....	1	4	1	1	1	1	.....	.....	....
Victoria	....	.....	1	.....	.....	1	.....	1	....	1	.....	3	.....	.....	.....	.....	.....	....
Yarmouth	1	4	2	4	1	2	.....	1	1	4	5	2	5	2	2	3	1	....
Total 1901	23	40	24	23	15	25	15	24	12	44	64	69	48	34	30	23	8	5
" 1900	18	45	21	19	17	28	23	28	11	31	61	69	30	35	31	19	10	3
Increase	5	.....	.....	4	.....	.....	.....	.....	1	13	3	.....	18	.....	.....	4	.....	2
Decrease	.....	5	.....	.....	2	3	8	4	....	.....	.....	.....	.....	1	1	.....	2	....

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF SECOND CLASS).

Nova Scotia, Year ended, July, 1901.

Counties.	Class C.—Males.									Class C.—Females.								
	Service one year or under	Over one and up to three years	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	2	1	1	1	....	....	1	2	....	1	6	5	5	1	2	2	....	....
Antigonish	2	1	....	....	1	2	3	1	1	2	5	....	4	5	6	....	....	....
Cape Breton	3	4	2	....	1	2	2	2	....	5	4	7	6	8	6	5	4	....
Colchester	5	1	1	....	....	....	....	....	....	17	10	8	6	8	7	....	2	....
Cumberland	7	2	2	1	....	1	....	....	....	20	12	14	7	6	4	3	2	....
Digby	....	3	1	....	1	1	....	....	1	4	5	4	3	5	4	....	....	1
Guysboro	2	2	....	....	....	1	....	....	....	5	8	3	4	3	1	....	....	....
Halifax City	....	....	....	....	1	....	....	....	....	4	8	6	6	8	15	12	12	5
Halifax Co	3	4	....	....	....	1	....	....	....	15	9	10	10	7	9	3	2	....
Hants	4	1	....	1	....	....	1	....	....	8	12	8	3	7	8	3	2	....
Inverness	1	4	2	3	5	2	2	3	....	3	3	3	2	....	3	1	....	....
Kings	1	....	2	....	....	1	....	....	....	2	9	8	7	8	3	3	2	....
Lunenburg	3	1	....	2	1	....	2	....	....	3	9	13	5	10	8	2	....	....
Pictou	4	10	1	....	....	1	....	....	....	10	7	6	11	11	9	3	2	....
Queens	....	....	1	....	1	....	....	....	....	1	4	3	1	7	2	....	....	....
Richmond	....	3	3	1	1	3	....	1	....	1	3	....	....	2	1	1	....	1
Shelburne	2	6	....	....	1	....	....	....	1	5	8	7	2	6	1	2	1	....
Victoria	1	....	....	2	1	1	....	1	....	....	1	2	....	2	1	....	....	....
Yarmouth	1	....	1	....	....	....	....	....	....	3	14	4	8	5	7	5	2	1
Total 1901	41	43	17	11	14	16	11	10	3	109	137	111	90	109	97	45	31	8
" 1900	47	35	29	12	15	14	13	14	5	103	125	111	108	137	88	41	45	3
Increase	....	8	....	....	....	2	....	....	....	6	12	....	....	....	9	4	....	5
Decrease	6	....	12	1	1	....	2	4	2	....	....	....	18	28	....	....	14	....

TABLE IV.—ATTENDANCE (QUARTERS).

Nova Scotia, Year ended, July, 1901.

Counties.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total on register at end of quarter.	Average daily attendance.	Per cent. of pupils enrolled daily present on an average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percent attended during q'tr. daily present on an average.	Total on register at end of quarter.	No attended during quarter	Average daily attendance.	Percent attended during q'tr. daily present on an average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percent attended during q'tr. daily present on an average.
Annapolis	3605	2460.	68.3	3994	3621	2214.5	61.2	4166	3526	2256.9	64.1	4429	3543	2825.1	65.7
Antigonish	2335	1381 8	59.2	2644	2388	1318.6	55.2	2773	2814	1416.4	61.2	3022	2447	1413.9	57.7
Cape Breton	5691	3783.4	66.4	6762	6254	3585.	57.3	7433	6059	3068.1	50.6	7177	6241	4090.2	65.5
Colchester	5053	3445.2	68.1	5413	4911	3110.5	63.8	5644	4699	3200.4	68.	6040	4925	3341.8	67.8
Cumberland	7068	4763.5	67.3	7795	7093	4122.9	58.1	8148	6796	4560.3	67.1	8755	7090	4402.5	62.
Digby	3895	2590.3	66.8	4296	3925	2340.1	59.9	4529	3854	2270.5	59.3	4830	3957	2634.	66.5
Guysboro	2886	1863.6	64.6	3379	3112	1817.5	58.4	3597	3056	1945.	63.6	3791	2886	2000.5	69.3
Halifax City	6267	5452.	87.	7179	6966	5360.9	76.9	7317	6825	5253.5	76.9	7687	6970	5443.	78.1
Halifax Co	6088	4273.8	70.2	6602	6140	4040.1	65.8	6748	5803	3824.2	65.9	7335	6083	4118.2	67.7
Hants	3865	2614.8	67.6	4151	3771	2278.9	60.4	4317	3648	2418.3	66.2	4653	3801	2512.3	66.
Inverness	3267	1952.9	59 2	3851	3441	1844.8	53.6	4249	3584	2093.2	58 5	4790	3829	2341.	61.
Kings	3677	2399.9	65.2	4370	3978	2366.4	59.5	4596	3850	2500.7	64.9	4949	3687	2356.7	63.9
Lunenburg	6002	4230.8	70.	6861	6391	3851.3	60.2	7010	6131	3982.4	65.	7258	5833	3784.6	64.9
Pictou	5686	4432.5	77.9	6106	5630	3493.7	62.	6245	5223	3389.2	64.8	6544	5231	3399.3	65.
Queens	1805	1377.4	76.3	1906	1782	1208.4	67.8	1948	1694	1171.4	69.1	2014	1670	1186.7	71.
Richmond	2428	1681.6	69.2	2683	2369	1320.9	55.7	2812	2272	1339.2	58.9	3014	2451	1498.7	61.1
Shelburne	2814	1997.3	70.9	3025	2785	1923.4	69.1	3134	2704	1767.6	65.4	3257	2657	1861.9	70.1
Victoria	1431	692.2	48.4	1728	1579	876.8	55.5	1902	1602	982.4	61.4	2054	1596	933.8	58.5
Yarmouth	4364	3203.8	73.4	4731	4462	3097.4	69.4	4950	4469	3003.	68.2	5175	4290	3166.2	73.8
Total 1901	78227	54596.8	69.7	87476	80598	50172.1	62.2	91518	78049	50442.7	64.6	96774	79187	52810.4	66.6
" 1900	81972	57148.	69.7	90181	82683	54106.8	65.4	93475	80042	51857.1	64.7	99670	80527	54035.7	67.1
Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	3745	2551.2	.....	2705	2085	3934.7	3.2	1957	1993	1414.4	.1	2896	1340	1225.3	.5

TABLE V.—ATTENDANCE (SEMI-ANNUAL AND ANNUAL).

Nova Scotia, Year ended, July, 1901.

Counties.	Half Year.				Annual Attendance of Pupils.									
	Days taught first half year.	Days taught second half year.	Total days' attendance first half year.	Total days' attendance second half year.	Under 5 years of age.	Between 5 and 15 years.	Over 15 years.	Total annual enrolment.	Boys.	Girls.	Total days' attendance for year.	Days taught during year.	Daily present on an average during year.	Average of quarterly percentages of attendance.
Annapolis	12266.	12215.5	243363.	243164.	92	3809	528	4429	2271	2158	486527.	24481.5	2331.5	64.8
Antigonish	8596.	8844.	138537.	145196.	50	2658	329	3037	1579	1458	283733.	17440.	1449.7	58.3
Cape Breton	14984.	16203.	383954.	397237.	133	7649	433	8215	4089	4126	781191.	31187.	4084.5	56.4
Colchester	16152.5	15849.	336441.	349243.	177	5283	583	6043	3047	2996	685684.	32001.5	3316.3	66.8
Cumberland	21265.5	20830.5	511383.	438222.	169	7792	794	8755	4386	4369	949605.	42096.	5254.2	63.6
Digby	11135.5	11486.5	257806.	262493.	125	4325	380	4830	2457	2373	520299.	22622.	2653.	64.1
Guysboro	8761.	9446.	163059.5	214309.5	67	3473	251	3791	1874	1917	377369.	18207.	1861.8	64.
Halifax City	14134.	15315.	524617.	557854.	210	7025	547	7782	3863	3919	1082471.	29449.	5474.2	79.7
Halifax Co	14900.5	15932.	403867.	394712.	203	6817	315	7335	3741	3594	798579.	30832.5	4064.1	67.4
Hants	12811.	12861.5	257908.	260325.	97	4142	499	4738	2419	2319	518233.	25672.5	2497.1	61.1
Inverness	12239.	13049.	192429.	229469.	126	4315	349	4790	2579	2211	421898.	25288.	2156.6	58.1
Kings	12934.	13229.	248144.	253849.	93	4213	643	4949	2444	2505	501993.	26163.	2411.1	57.9
Lunenburg	18290.	18031.	415091.	409189.	173	6883	420	7476	3828	3648	824280.	36321.	3980.1	65.
Pictou	18387.	17703.	392604.	357722.	60	5908	627	6595	3334	3261	750326.	36090.	3478.4	59.
Queens	5875.	5748.	131931.	120458	39	1864	171	2074	1058	1016	252389.	11623.	1245.6	71.1
Richmond	7531.5	7970.	145179.	147237.	69	2775	170	3014	1538	1476	292416.	15501.	1422.5	61.2
Shelburne	8896.	8991.	201972.	193662.	83	2942	232	3257	1603	1654	395634.	17887.5	1860.2	68.9
Victoria	5641.	6349.	85447.	101770.	56	1812	186	2054	1018	1036	187217.	11990.	931.2	56.
Yarmouth	12497.5	12398.5	333032.	320775.	113	4745	388	5246	2640	2606	653807.	24896.	3171.4	71.2
Total 1901	237297.	242451.5	5866764.5	5396886.5	2135	88430	7845	98410	49768	48642	10763651.	479748.5	53643.5	63.9
" 1900	243120.	248421.	5774025.5	5514746	2129	89949	8051	100129	50945	49184	11818771 5	491229.5	56224.7	65.3
Increase	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	5823.	5969.5	407261.	147859 5	.....	1519	206	1719	1177	542	555120.5	11481.	2581.2	1.4

TABLE I.—SCHOOL SECTIONS, &c. (GENERAL).

Nova Scotia, Year ended, July, 1901.

COUNTIES.	Total No. of School Sections.	No. of Sections without School any part of the year.	Total No. of Schools in Session during any part of year.	No. of Schools in session 50 days or under.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 and under full year.	Full year of 215 days.	Average No. of days all Schools were in session.	No. of Teachers.	No. of Licensed Assistants.	No of Teachers holding Normal School Diplomas.	No. of Pupils registered at School during year.	Proportion of Population (census of 1901) at School during year.	No. of School Libraries.	No of School Scientific Collections.
Annapolis	108	10	120	.....	2	4	12	43	59	204.	128	.....	60	4429	1 in. 4.2	4	13
Antigonish	80	10	88	1	4	3	17	24	39	198.2	88	1	25	3037	1 " 4.4	5	3
Cape Breton	132	36	162	2	6	14	31	36	73	192.5	162	1	47	8215	1 " 5.8	6	10
Colchester	124	5	158	.....	1	6	34	72	45	200.6	171	.....	90	6043	1 " 4.1	10	8
Cumberland	155	9	208	.....	4	3	43	128	30	202.3	226	.....	119	8755	1 " 4.1	8	7
Digby	80	2	109	1	....	2	10	41	55	207.5	113	1	32	4830	1 " 4.2	5	13
Guysboro	81	12	93	1	1	8	16	25	42	195.8	93	.....	27	3791	1 " 4.8	3	2
Halifax City	1	.....	147	5	....	....	7	.....	135	195.	147	1	62	7782	1 " 5.2	20	50
Halifax Co	132	5	158	2	3	11	18	81	43	195.1	166	1	54	7335	1 " 4.6	38	17
Hants	96	.....	126	.....	2	7	7	56	54	203.7	136	.....	74	4738	1 " 4.2	28	27
Inverness	150	22	131	1	7	9	24	50	40	193.	131	.....	39	4790	1 " 5.1	2	2
Kings	105	5	129	.....	3	5	12	64	45	202.8	137	.....	59	4949	1 " 4.4	26	27
Lunenburg	147	.....	182	.....	2	12	15	91	62	200.	195	.....	59	7476	1 " 4.3	18	20
Pictou	131	5	175	.....	1	4	19	100	51	204.	190	.....	55	6595	1 " 5.2	6	11
Queens	45	.....	60	.....	2	6	6	31	15	194.	61	.....	14	2074	1 " 4.8	12	16
Richmond	71	8	75	.....	....	4	4	28	39	206.7	75	.....	17	3014	1 " 4.4	1	2
Shelburne	64	1	85	.....	....	....	4	36	45	210.4	89	.....	25	3257	1 " 4.3	2	5
Victoria	72	12	60	.....	....	4	14	29	13	200.	60	.....	20	2054	1 " 5.1	1	1
Yarmouth	74	3	121	.....	1	5	5	81	29	205.8	124	.....	69	5246	1 " 4.3	11	14
Total 1901	1848	145	2387	13	39	107	298	1016	914	200.6	2492	5	947	98410	1 in. 4.6	206	248
" 1900	1875	132	2417	9	30	117	235	1138	888	203.7	2557	6	887	100129	1 " 4.4	258	245
Increase	.....	13	.....	4	9	....	63	.....	26	.....	.....	.....	60	.....	.....	.....	3
Decrease	27	.....	30	.....	....	10	....	122	....	3.1	65	1	.....	1719	1 in. 268	52	.....

TABLE II.—TEACHERS EMPLOYED (Classification and Analysis).

Nova Scotia, Year ended, July, 1901.

Counties.	Male: Academic A (cl. & sc.)	Male: Academic A. (cl.)	Male: Academic A (sc.)	Male: First-class B.	Male: Second-class C.	Male: Third-class D.	Male: Third (Prov.) D.	Female: Academic A (cl. & sc.)	Female: Academic A. (cl.)	Female: Academic A. (sc.)	Female: First-class B.	Female: Second-class C.	Female: Third-class D.	Female: Third (Prov.) D.	Total: Males.	Total: Females.	Total.
Annapolis	.....	7	.....	14	8	4	1	....	....	.....	24	22	40	8	34	94	128
Antigonish	.....	4	.....	6	11	10	5	.....	.....	.....	3	22	18	9	36	52	88
Cape Breton	.....	7	.....	12	16	12	3	.....	.....	.....	12	45	51	4	50	112	162
Colchester	.....	7	1	10	7	3	1	.....	1	.....	21	58	48	14	29	142	171
Cumberland	.....	5	2	9	13	7	1	....	2	.....	34	68	70	15	37	189	226
Digby	.....	1	1	6	7	7	5	.....	.....	.....	7	26	46	7	27	86	113
Guysboro	1	.....	1	4	5	5	6	.....	.....	.....	8	24	29	10	22	71	93
Halifax City	.....	8	.....	5	1	1	.....	.....	3	.....	48	76	4	1	15	132	147
Halifax Co	.....	1	.....	5	8	3	.....	....	2	.....	16	65	64	2	17	149	166
Hants	.....	3	.....	8	7	2	1	.....	3	.....	23	51	37	6	16	120	136
Inverness	.....	1	1	10	22	18	7	.....	.....	.....	2	15	41	14	59	72	131
Kings	.....	2	1	8	4	3	3	.....	7	.....	27	42	25	15	21	116	137
Lunenburg	.....	4	.....	4	9	5	.....	.....	2	1	10	50	109	1	22	173	195
Pictou	1	6	2	5	16	9	5	.....	.....	.....	22	59	45	20	44	146	190
Queens	.....	1	.....	1	2	1	.....	.....	.....	.....	8	18	29	1	5	56	61
Richmond	.....	1	.....	5	12	15	3	.....	.....	.....	2	9	21	7	36	39	75
Shelburne	.....	2	1	8	10	7	.....	.....	.....	.....	9	32	25	.....	23	66	89
Victoria	.....	.....	1	2	6	12	6	.....	1	.....	3	6	17	6	27	33	60
Yarmouth	.....	2	4	10	2	2	.....	.....	.....	3	21	49	31	.....	20	104	124
Total 1901	2	62	15	122	166	126	47	.....	21	4	300	737	750	140	540	1952	2492
" 1900	2	58	10	143	184	174	45	.....	14	5	270	761	749	142	616	1941	2557
Increase	.....	4	5	.....	.....	.....	2	.....	7	.....	30	.....	1	.....	.....	11	.....
Decrease	.....	....	.....	21	18	48	.....	.....	.....	1	.....	24	.....	2	76	....	65

TABLE II.—TEACHERS EMPLOYED (CLASSIFICATION AND ANALYSIS)—*Continued.*

Nova Scotia, year ended, July, 1901.

Counties	Licensed Ass'ts.					Total Period of Service.										
	Males.	Females.	New Teachers.	Old Teachers, but new to Section.	Teachers continued in the same Section as previous year.	No whose total service as teacher was one year or under.	Over one and up to two years.	Over two and up to three years.	Over three and up to four years.	Over four and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	.....	.....	18	70	40	18	18	17	16	11	19	7	7	6	6	3
Antigonish	1	.....	9	29	50	19	7	11	3	1	12	9	12	6	4	4
Cape Breton	.....	1	19	65	78	36	17	12	10	11	15	16	22	12	10	1
Colchester	.....	.....	36	77	58	67	26	15	12	14	12	10	10	2	2	1
Cumberland	.....	.....	55	75	96	76	37	16	26	17	19	13	12	5	5	....
Digby	.....	1	23	50	40	23	23	8	5	6	13	15	9	5	3	3
Guysboro	.....	.....	25	50	18	41	7	10	9	7	8	5	5	1	.....	....
Halifax City	.....	1	6	5	136	8	5	7	6	8	14	16	28	24	20	11
Halifax Co	.....	1	35	68	63	61	24	11	13	6	18	12	14	4	3	....
Hants	.....	.....	31	60	45	31	18	19	17	5	14	11	12	4	5	....
Inverness	.....	.....	23	32	76	23	12	17	8	13	9	18	13	8	8	2
Kings	.....	.....	28	62	47	28	21	17	18	13	15	11	8	4	2	....
Lunenburg	.....	.....	36	73	86	68	13	20	20	9	15	27	13	8	1	1
Pictou	.....	.....	41	75	74	71	26	13	4	11	22	18	14	5	5	1
Queens	.....	.....	12	22	27	16	7	8	3	5	3	14	3	2	.....	....
Richmond	.....	.....	14	33	28	17	8	9	6	8	4	8	8	3	3	1
Shelburne	.....	.....	24	34	31	24	15	12	5	6	6	10	6	3	1	1
Victoria	.....	.....	15	36	9	15	11	5	8	5	4	4	5	1	1	1
Yarmouth	.....	.....	16	51	57	16	15	17	9	7	19	11	12	12	5	1
Total 1901	1	4	466	967	1059	658	310	244	198	163	241	235	213	115	84	31
" 1900	.....	6	463	1066	1028	656	274	238	227	163	258	275	216	114	108	28
Increase	1	.....	3	....	31	2	36	6	.....	.....	.....	.....	.....	1	.....	3
Decrease	.....	2	.....	99	....	.....	.....	.....	29	.....	17	40	3	.....	24	....

TABLE III.—TEACHERS EMPLOYED (Analysis of Academic and First Classes).

Nova Scotia, Year ended, July, 1901.

Counties.	Classes A. & B.—Males.									Classes A. & B.—Females.								
	Service one year or under.	Over one and up to three years.	Over three and up to five yrs.	Over five and up to seven years.	Over seven and up to ten yrs.	Over ten and up to fifteen yrs.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years.	Over three and up to five yrs.	Over five and up to seven years.	Over seven and up to ten yrs.	Over ten and up to fifteen yrs.	Over fifteen and up to twenty years.	Over twenty and up to thirty years	Over thirty years.
Annapolis	1	1	4	3	1	4	1	4	2	3	5	5	7	2	.....	1	.....	1
Antigonish	....	2	.....	2	1	1	1	2	1	1	.....	.....	.....	.....	.....	1	.....	1
Cape Breton	3	3	.....	3	3	4	1	1	1	2	1	2	1	2	2	2	.....	....
Colchester	6	5	1	1	2	.....	2	.....	1	3	5	6	4	2	2	.....	.....	....
Cumberland	3	4	1	2	.....	3	1	2	....	8	6	13	1	5	3	.....	.....	....
Digby	1	2	2	.....	1	1	1	.....	....	1	2	1	.....	1	1	1	....	....
Guysboro	....	2	2	1	.....	1	....	.....	....	3	1	2	1	1	.....	.....	.....	....
Halifax City	2	.....	.....	.....	2	3	2	2	2	3	4	5	8	1	11	10	6	3
Halifax Co	3	1	.....	1	.....	.....	.....	1	....	2	9	4	2	.....	.....	1	.....	....
Hants	.....	3	.....	.....	.....	1	.....	2	....	3	8	6	2	4	2	.....	1	....
Inverness	.....	2	1	1	.....	1	1	4	2	.....	.....	1	1	.....	.....	.....	.....	....
Kings	.....	5	3	1	.....	1	1	.....	....	6	8	11	5	2	2	.....	.....	....
Lunenburg	.....	1	2	3	.....	.....	1	.....	1	.....	1	3	2	4	2	1	.....	....
Pictou	2	3	2	1	2	1	.....	2	1	3	4	2	6	4	1	2	.....	....
Queens	1	.....	.....	.....	.....	.....	1	.....	....	.....	1	2	2	2	.....	1	.....	....
Richmond	...	.....	1	.....	2	.....	1	2	....	.....	.....	.....	.....	1	1	.....	.....	...
Shelburne	.....	2	2	....	.....	1	1	.....	....	1	4	1	1	1	1	.....	.....	....
Victoria	....	.....	1	.....	.....	1	.....	1	....	1	.....	3	.....	.....	.....	.....	.....	....
Yarmouth	1	4	2	4	1	2	.....	1	1	4	5	2	5	2	2	3	1	....
Total 1901	23	40	24	23	15	25	15	24	12	44	64	69	48	34	30	23	8	5
" 1900	18	45	21	19	17	28	23	28	11	31	61	69	30	35	31	19	10	3
Increase	5	.....	.....	4	.....	.....	.....	.....	1	13	3	.....	18	.....	.....	4	.....	2
Decrease	.....	5	.....	.....	2	3	8	4	....	.....	.....	.....	.....	1	1	.....	2	....

TABLE III.—TEACHERS EMPLOYED (ANALYSIS OF SECOND CLASS).

Nova Scotia, Year ended, July, 1901.

Counties.	Class C.—Males.									Class C.—Females.								
	Service one year or under	Over one and up to three years	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years	Over three and up to five years.	Over five and up to seven years.	Over seven and and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	2	1	1	1	....	....	1	2	....	1	6	5	5	1	2	2	....	....
Antigonish	2	1	....	....	1	2	3	1	1	2	5	....	4	5	6	....	....	....
Cape Breton	3	4	2	....	1	2	2	2	....	5	4	7	6	8	6	5	4	....
Colchester	5	1	1	....	....	....	....	....	....	17	10	8	6	8	7	....	2	....
Cumberland	7	2	2	1	....	1	....	....	....	20	12	14	7	6	4	3	2	....
Digby	....	3	1	....	1	1	....	....	1	4	5	4	3	5	4	....	....	1
Guysboro	2	2	....	....	....	1	....	....	....	5	8	3	4	3	1	....	....	....
Halifax City	....	....	....	....	1	....	....	....	....	4	8	6	6	8	15	12	12	5
Halifax Co	3	4	....	....	....	1	....	....	....	15	9	10	10	7	9	3	2	....
Hants	4	1	....	1	....	....	1	....	....	8	12	8	3	7	8	3	2	....
Inverness	1	4	2	3	5	2	2	3	....	3	3	3	2	....	3	1	....	....
Kings	1	....	2	....	....	1	....	....	....	2	9	8	7	8	3	3	2	....
Lunenburg	3	1	....	2	1	....	2	....	....	3	9	13	5	10	8	2	....	....
Pictou	4	10	1	....	....	1	....	....	....	10	7	6	11	11	9	3	2	....
Queens	....	....	1	....	1	....	....	....	....	1	4	3	1	7	2	....	....	....
Richmond	....	3	3	1	1	3	....	1	....	1	3	....	....	2	1	1	....	1
Shelburne	2	6	....	....	1	....	....	....	1	5	8	7	2	6	1	2	1	....
Victoria	1	....	....	2	1	1	....	1	....	....	1	2	....	2	1	....	....	....
Yarmouth	1	....	1	....	....	....	....	....	....	3	14	4	8	5	7	5	2	1
Total 1901	41	43	17	11	14	16	11	10	3	109	137	111	90	109	97	45	31	8
" 1900	47	35	29	12	15	14	13	14	5	103	125	111	108	137	88	41	45	3
Increase	....	8	....	....	....	2	....	....	....	6	12	....	....	....	9	4	....	5
Decrease	6	....	12	1	1	....	2	4	2	....	....	....	18	28	....	....	14	....

TABLE IV.—ATTENDANCE (QUARTERS).

Nova Scotia, Year ended, July, 1901.

Counties.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total on register at end of quarter.	Average daily attendance.	Per cent. of pupils enrolled daily present on an average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent attended during q'tr. daily present on an average.	Total on register at end of quarter.	No attended during quarter	Average daily attendance.	Per cent attended during q'tr. daily present on an average.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Per cent attended during q'tr. daily present on an average.
Annapolis	3605	2460.	68.3	3994	3621	2214.5	61.2	4166	3526	2256.9	64.1	4429	3543	2325.1	65.7
Antigonish	2335	1381 8	59.2	2644	2388	1318.6	55.2	2773	2814	1416.4	61.2	3022	2447	1413.9	57.7
Cape Breton	5691	3783.4	66.4	6762	6254	3585.	57.3	7433	6059	3068.1	50.6	7177	6241	4090.2	65.5
Colchester	5053	3445.2	68.1	5413	4911	3110.5	63.3	5644	4699	3200.4	68.	6040	4925	3341.8	67.8
Cumberland	7068	4763.5	67.3	7795	7093	4122.9	58.1	8148	6796	4560.3	67.1	8755	7090	4402.5	62.
Digby	3895	2590.3	66.8	4296	3925	2340.1	59.9	4529	3854	2270.5	59.3	4830	3957	2634.	66.5
Guysboro	2886	1863.6	64.6	3379	3112	1817.5	58.4	3597	3056	1945.	63.6	3791	2886	2000.5	69.3
Halifax City	6267	5452.	87.	7179	6966	5360.9	76.9	7317	6825	5253.5	76.9	7687	6970	5443.	78.1
Halifax Co.	6088	4273.8	70.2	6602	6140	4040.1	65.8	6748	5803	3824.2	65.9	7335	6083	4118.2	67.7
Hants	3865	2614.8	67.6	4151	3771	2278.9	60.4	4317	3648	2418.3	66.2	4653	3801	2512.3	66.
Inverness	3267	1952.9	59 2	3851	3441	1844.8	53.6	4249	3584	2093.2	58 5	4790	3829	2341.	61.
Kings	3677	2399.9	65.2	4370	3978	2366.4	59.5	4596	3850	2500.7	64.9	4949	3687	2356.7	63.9
Lunenburg	6002	4230.8	70.	6861	6391	3851.3	60.2	7010	6131	3982.4	65.	7258	5833	3784.6	64.9
Pictou	5686	4432.5	77.9	6106	5630	3493.7	62.	6245	5223	3389.2	64.8	6544	5231	3399.3	65.
Queens	1805	1377.4	76.3	1906	1782	1208.4	67.8	1948	1694	1171.4	69.1	2014	1670	1186.7	71.
Richmond	2428	1681.6	69.2	2683	2369	1320.9	55.7	2812	2272	1339.2	58.9	3014	2451	1498.7	61.1
Shelburne	2814	1997.3	70.9	3025	2785	1923.4	69.1	3134	2704	1767.6	65.4	3257	2657	1861.9	70.1
Victoria	1431	692.2	48.4	1728	1579	876.8	55.5	1902	1602	982.4	61.4	2054	1596	933.8	58.5
Yarmouth	4364	3203.8	73.4	4731	4462	3097.4	69.4	4950	4469	3003.	68.2	5175	4290	3166.2	73.8
Total 1901	78227	54596.8	69.7	87476	80598	50172.1	62.2	91518	78049	50442.7	64.6	96774	79187	52810.4	66.6
" 1900	81972	57148.	69.7	90181	82683	54106.8	65.4	93475	80042	51857.1	64.7	99670	80527	54035.7	67.1
Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	3745	2551.2	.....	2705	2085	3934.7	3.2	1957	1993	1414.4	.1	2896	1340	1225.3	.5

TABLE V.—ATTENDANCE (SEMI-ANNUAL AND ANNUAL).

Nova Scotia, Year ended, July, 1901.

Counties.	Half Year.				Annual Attendance of Pupils.									
	Days taught first half year.	Days taught second half year.	Total days' attendance first half year.	Total days' attendance second half year.	Under 5 years of age.	Between 5 and 15 years.	Over 15 years.	Total annual enrolment.	Boys.	Girls.	Total days' attendance for year.	Days taught during year.	Daily present on an average during year.	Average of quarterly percentages of attendance.
Annapolis	12266.	12215.5	243363.	243164.	92	3809	528	4429	2271	2158	486527.	24481.5	2331.5	64.8
Antigonish	8596.	8844.	188537.	145196.	50	2658	329	3037	1579	1458	283733.	17440.	1449.7	58.3
Cape Breton	14984.	16203.	383954.	397237.	133	7649	433	8215	4089	4126	781191.	31187.	4084.5	56.4
Colchester	16152.5	15849.	336441.	349243.	177	5283	583	6043	3047	2996	685684.	32001.5	3316.3	66.8
Cumberland	21265.5	20830.5	511383.	438222.	169	7792	794	8755	4386	4369	949605.	42096.	5254.2	63.6
Digby	11135.5	11486.5	257806.	262493.	125	4325	380	4830	2457	2373	520299	22622.	2653.	64.1
Guysboro	8761.	9446.	163059.5	214309.5	67	3473	251	3791	1874	1917	377369.	18207.	1861.8	64.
Halifax City	14134.	15315.	524617.	557854.	210	7025	547	7782	3863	3919	1082471.	29449.	5474.2	79.7
Halifax Co	14900.5	15932.	403867.	394712.	208	6817	315	7335	3741	3594	798579.	30832.5	4064.1	67.4
Hants	12811.	12861.5	257908.	260325.	97	4142	499	4738	2419	2319	518233.	25672.5	2497.1	61.1
Inverness	12239.	13049.	192429.	229469.	126	4315	349	4790	2579	2211	421898.	25288.	2156.6	58.1
Kings	12934.	13229.	248144.	253849.	93	4213	643	4949	2444	2505	501993.	26163.	2411.1	57.9
Lunenburg	18290.	18031.	415091.	409189.	173	6883	420	7476	3828	3648	824280.	36321.	3980.1	65.
Pictou	18387.	17703.	392604.	357722.	60	5908	627	6595	3334	3261	750326.	36090.	3478.4	59.
Queens	5875.	5748.	131931.	120458	39	1864	171	2074	1058	1016	252389.	11623.	1245.6	71.1
Richmond	7531.5	7970.	145179.	147237.	69	2775	170	3014	1538	1476	292416.	15501.	1422.5	61.2
Shelburne	8896.	8991.	201972.	193662.	83	2942	232	3257	1603	1654	395634.	17887.5	1860.2	68.9
Victoria	5641.	6349.	85447.	101770.	56	1812	186	2054	1018	1036	187217.	11990.	931.2	56.
Yarmouth	12497.5	12398.5	333032.	320775.	113	4745	388	5246	2640	2606	653807.	24896.	3171.4	71.2
Total 1901	237297.	242451.5	5366764.5	5396886.5	2135	88430	7845	98410	49768	48642	10763651.	479748.5	53643.5	63.9
" 1900	243120.	248421.	5774025.5	5514746	2129	89949	8051	100129	50945	49184	11818771 5	491229.5	56224.7	65.3
Increase	.....	.....	.....	.....	6	.....	.....	.....	.....	.....	.....	.....	.....	.....
Decrease	5823.	5969.5	407261.	147859 5	.....	1519	206	1719	1177	542	555120.5	11481.	2581.2	1.4

TABLE VI.—STATISTICS (VARIOUS).

Nova Scotia, Year ended, July, 1901.

Counties.	No. of Pupils on Register whose attendance during the year was						No. of Pupils on Register		Section.				Visitation and Prizes.					
	20 days or less.	Over 20 and up to 50 days.	Over 50 and up to 100 days.	Over 100 and up to 150 days.	Over 150 and up to 200 days.	Over 200 days.	Belonging to this School Sec.	From beyond limits of Sec.	No of children in the Sec from 5 to 15 years of age.	No. of those who did not attend school at all during the year	No. under 21 yrs. of age in section, who are deaf and dumb or blind, and who have not been in attendance at the schools provided for them in Halifax. Deaf.	Blind.	No of visits by Trustees and Secretary.	No. of visits by Inspector and school officials.	No. of visits by other visitors.	No. of Parents and visitors at Public Examination	No of Prizes awarded	Value of Prizes awarded.
Annapolis..	412	712	924	902	1267	212	4247	182	3968	195	1	1	313	133	1929	1123	110	$ 28 15
Antigonish.	383	555	691	721	635	49	2733	304	2689	190	2	.....	325	89	1034	353	172	51 60
Cape Breton	933	1582	2003	1843	1708	146	7919	296	8463	982	3	.....	709	202	2092	1916	227	262 95
Colchester..	479	893	1187	1315	1936	233	5490	553	5309	218	1	.....	551	112	2146	1199	149	112 91
Cumberland	851	1360	1875	1917	2483	269	8277	478	8952	593	3	.....	440	261	3033	2131	153	77 00
Digby	450	730	1064	1127	1273	186	4719	111	4686	315	.....	2	331	157	2143	1086	272	55 90
Guysboro ..	455	651	869	840	842	134	3653	138	3767	248	.....	.....	248	84	1405	658	47	14 85
Halifax City	361	671	796	1540	4242	172	7641	141	7700	590	.....	.....	386	463	1524	1916	57	27 00
Halifax Co..	561	1121	1465	1637	2283	268	7158	177	7258	441	2	.....	419	266	1941	2188	325	118 92
Hants	442	776	985	981	1321	233	4577	161	4563	322	.....	.....	283	194	2078	1941	106	42 30
Inverness ..	758	953	1169	941	835	134	4297	493	4326	277	1	.....	599	138	1949	447	27	15 60
Kings.	494	908	1102	1086	1322	37	4667	282	4419	406	.....	.....	234	196	1963	1840	146	44 00
Lunenburg.	626	1181	1485	1591	2274	319	7336	140	7695	719	3	2	515	219	3301	3281	270	65 29
Pictou	556	947	1283	1496	2002	311	6178	417	6708	644	.....	1	472	217	2359	1951	233	94 70
Queens	118	299	365	395	725	172	2004	70	2230	266	1	.....	92	63	751	896	58	14 05
Richmond .	385	532	676	623	681	117	2889	125	3057	262	1	.....	503	121	1635	323	51	8 17
Shelburne..	232	420	585	679	1069	272	3187	70	3319	397	2	.....	233	84	1676	1189	60	26 47
Victoria ..	284	392	498	443	393	44	1865	189	1805	114	1	.....	330	61	955	278	13	12 40
Yarmouth..	290	657	922	1096	1908	373	5112	134	4931	232	4	.....	288	192	1973	2979	185	50 65
Total 1901	9070	15340	19947	21173	29199	3681	98949	4461	95145	7321	25	6	7271	3252	35887	27645	2661	$1122 91
" 1900	8772	14905	19790	21730	30164	4768	95887	4242	94771	6868	49	16	8295	3269	37225	27498	2435	911 80
Increase .	298	435	157	.....	.....	...	.....	219	374	453	.....	.....	.....	.....	.....	147	226	$211 61
Decrease .	....	.....	.....	557	965	1087	1938	.....	.....	.....	24	10	1024	17	1338	.....	....	.....

TABLE VII.—SECTION STATISTICS (FINANCIAL).

Nova Scotia, Year ended, July, 1901.

Counties.	Section Statistics.								
	Value of all School property (ground, buildings, fixtures, &c.), belonging to the Section.	Valuation of property in Section according to last Assessment Roll.	Total amount voted at last annual meeting for all school purposes.	Portion voted for building and repairs.	Total amount of Teachers' salaries paid during the year by Section, not including the Provinc'l Aid to Teachers.	No. of volumes in Library (if any) belonging to Schools.	No. of Wall Maps, Globes and Charts.	Estimated value of all Scientific Apparatus and Collections.	Estimated value of Total Library and Scientific School Equipment.
Annapolis	$ 81,428 00	$ 4,072,793 00	$ 19,323 00	$ 2,196 25	$ 17,827 49	160	471	$ 586 75	$ 2,409 75
Antigonish	23,625 00	1,737,611 00	8,220 00	829 34	8,799 23	4003	211	2,594 50	10,459 10
Cape Breton	112,156 00	6,552,517 00	31,816 00	2,241 00	25,503 50	495	337	722 00	2,128 35
Colchester	99,880 00	5,160,996 00	26,865 45	3[illegible],537 75	24,932 50	586	614	2,097 00	4,082 95
Cumberland	136,122 00	6,479,006 00	35,972 00	6,955 00	31,097 70	987	741	1,799 50	4,380 25
Digby	51,397 00	2,136,543 00	16,391 00	1,723 00	15 738 35	199	354	842 00	2,158 00
Guysboro	30,046 25	961,778 00	15,133 00	1,618 00	12,188 32	193	246	128 25	774 57
Halifax City	260,000 00	21,169,180 00	111,700 00	7,000 00	52,939 00	3203	340	1,544 00	3,637 50
Halifax Co	89,929 00	3,932,476 00	28,979 00	3,375 00	23,959 27	604	653	405 50	2,960 00
Hants	102,107 00	4,148,186 00	28,838 00	2,645 00	18,591 00	560	530	484 00	2,860 00
Inverness	38,270 00	1,208,494 00	10,921 00	1,934 00	11,318 00	106	234	219 00	890 50
Kings	85,149 00	4,919,882 00	22,673 00	2,451 00	19,699 00	1018	567	714 00	3,413 00
Lunenburg	110,385 00	4,437,748 00	24,149 00	8,574 00	22,346 00	66	535	811 00	2,246 00
Pictou	149,591 00	4,857,249 00	38,057 00	2,863 00	28,929 00	1717	723	3,060 00	7,389 00
Queens	30,762 00	1,177,114 00	6,806 00	476 00	7,158 00	178	179	363 00	1,016 00
Richmond	20,213 00	627,307 00	7,870 00	775 00	7,625 00	107	254	293 00	1,087 50
Shelburne	46,495 00	1,445,606 00	12,734 00	1,448 00	11,966 00	97	467	578 00	2,153 50
Victoria	18,565 00	504,000 00	6,157 00	724 00	6,615 00	11	116	125 00	544 50
Yarmouth	146,340 00	6,467,667 00	27,204 00	2,157 00	23,702 35	494	445	718 00	2,983 50
Total 1901	$ 1,632,460 25	$ 82,026,153 00	$ 470,108 45	$ 86,532 34	$ 370,934 71	14,789	8017	$ 18,059 50	$ 57,573 97
" 1900	1,675,629 00	82,641,987 00	519,620 56	120,551 45	380,681 51	14,334	7991	16,271 35	55,132 49
Increase	.....	.....	.....	.....	.....	455	26	$ 1,788 15	$ 2,441 48
Decrease	$ 43,168 75	$ 615,834 00	$ 49,512 11	$ 34,019 11	$ 9,746 80	.....	.....	.....	.....

TABLE VIII.—TIME TABLE.

Nova Scotia, Year ended, July, 1901.

Counties.	Average No. of Minutes per Week Taken by Teacher During the Year in Giving Instruction in the Various Groups of Subjects Specified Below. (*For all Schools in each County.*)													
	Calisthenics and Military Drill.	Vocal Music.	Hygiene and Temperance	Moral and Patriotic Duties.	Object Lessons on Nature.	Spelling and Dictation.	Reading and Elocution.	English Composition, Gram., Lit	Writing.	Book-keeping.	Geography.	History.	Drawing.	Arithmetic.
Annapolis	17.5	27.	42.5	22.5	25.5	155.	265.	120.	80.5	32.	112.5	101.5	78.	278.5
Antigonish	38.1	34.6	50.	39.5	37.1	131.	325.8	127.6	81.4	44.1	91.7	75.2	56.7	291.4
Cape Breton	17.1	20.6	42 8	27.3	29.	150.	312.6	112.6	102.9	10.3	89.5	68.5	58.7	300.7
Colchester	15.5	29.5	48.	24.	42.	177.5	305.	125.5	81.5	40.	117.5	97.	69.	231.5
Cumberland	18.	32.	55.5	24.	46.6	198.7	305.	138.	97.	52.	128.	105.	85.7	266.
Digby	22.	28.5	42.5	26.	43.	167.	325.	107.5	93.5	21.5	99.5	67.5	81.5	319.
Guysboro	31.	33.8	45.7	23.8	48.3	184.8	342.7	143.7	104.5	44.8	93.9	81.1	55.1	291.6
Halifax City	40.	45.	35.	31.	60.	131.	249.	90.	148.	44.	70.	53.	70.	333.
Halifax Co.	21.	38.6	38.2	17.6	40.9	152.9	354.	119.5	93.	23.	97.6	77.7	64.5	268.5
Hants	17.8	31.6	45.8	28.	47.3	178,5	277.	120.9	83 9	30.8	114.8	96.2	81.4	286.
Inverness	24.	27.	40.	20.	30.	120.	370.	136.	80.	40.	90.	90.	40.	315.
Kings	14.7	25.6	44.2	20.2	31.1	161.4	285.	117.9	71.4	47.4	120.9	93.4	71.4	249.1
Lunenburg	13.	35.	51.	18.	25.	203.	334.	108.	99.	2 .	103.	67.	65.	339.
Pictou	22.	28.	51.	24.	37.	169.	293.	139.	90.	48.	116.	95.	65.	243.
Queens	16.	29.	39.	15.	29.	190.	286.	108.	98.	31.	108.	74.	79.	332.
Richmond	14.	16.5	48.	27.7	38 7	150.8	364.5	124.7	99 6	22.	87.2	71.	53.5	286.
Shelburne	24.	36.	45.	14.	35.	183.	298.	112.	84.	25.	135.	100.	67.	322.
Victoria	18.	27.	50.	25.	36.	112.	330.	120.	75..	30	90.	90	40.	342.
Yarmouth	26.	42.	49.	17.	38.	175.	303.	116.	97.	32.	97.	83.	75.	320.
Total 1901	21.5	30.9	45.4	23.1	37.6	162.6	311.8	120.3	92.6	33.4	103.2	82.9	66 1	275.5
" 1900	21.	32	42.7	23.5	37.9	163.8	326.	142.2	92.8	30.9	103.1	84.6	64 7	304.2
Increase	.5	.....	2.7	.....	.....	.....	.....	.....	.....	2.5	.1	.....	1.4	.....
Decrease	.....	1.1	.....	.4	.3	1.2	14.2	21.9	.2	.....	.....	1.7	.....	28.7

TABLE VIII.—TIME TABLE.—*Continued.*

Nova Scotia, Year ended, July, 1901.

Counties.	Average No. of minutes per Week taken by Teacher During the Year in Giving Instruction in the Various Groups of Subjects Specified Below.																							
	Practical Mathematics	No. of Schools.	Algebra.	No. of Schools.	Geometry.	No. of Schools	Botany, Zoology, Geology, etc	No of Schools.	Physiology.	No of Schools.	Physics	No. of Schools.	Chemistry.	No. of Schools.	Latin.	No. of Schools	Greek.	No. of Schools.	French.	No. of Schools.	German.	No. of Schools	Manual Training.	No. of Schools.
Annapolis...	74.	22	96.	76	94.	70	41.5	64	53.5	25	44.	61	52.5	41	52.	6	60.	1	29.	3	....	....	....	....
Antigonish..	65.	7	96.3	52	68.9	41	42.6	30	84.3	8	48.	28	68 4	18	158.	11	212.	5	109.3	14	120.	3	....	....
Cape Breton.	86.6	6	100 6	59	103.	39	48.6	32	43.3	6	49.4	34	84.	16	94.	10	60.	2	90.	7	....	....	62.	2
Colchester .	50.	24	76.2	100	74.5	85	37.5	76	42.7	16	38.	68	65.5	41	72.5	8	290.	1	35.	1	53.5	2	100.	1
Cumberland.	43.6	22	82.6	106	98.	83	47.	88	36.	20	34.	76	53.	42	71.	10	....	....	61.	4	25.	2	....	....
Digby	83 5	4	87.	42	84.	35	49.5	30	69.5	5	48.5	29	77.	13	159.	4	60.	1	119.	30	....	....	10.	1
Guysboro ...	47.	10	91.5	42	68.6	35	38.4	25	50.6	8	42.2	23	78.3	9	55.8	6	....	....	73.3	3	....	....	....	....
Halifax City	96	5	97.	14	155.	7	49.	12	70.	4	100.	7	104	8	188.	6	91.	4	140.	6	80.	5	98.	18
Halifax Co..	21.3	3	69.3	64	53.7	63	34.6	39	22.3	3	35.	41	42.5	21	33.8	5	120.	1	....	....	....	....	....	....
Hants	44 2	13	50.1	126	44.	126	20.7	126	4	126	27.4	84	28.8	61	45.	4	21.3	4	38 3	3	60.	1	12.	5
Inverness...	44.	15	86.	59	90.	63	50.	39	37.	13	53.	33	63.	16	50.	4	....	....	170.	15	....	....	45.	2
Kings	67.	28	85.1	108	75.6	109	31.2	92	42.	28	28.6	95	73.6	44	64.4	16	387.5	2	41.7	6	52.5	2	....	....
Lunenburg..	49.	26	87.	81	80.	60	40.	68	36.	13	42.	45	119.	21	85.	5	....	....	20.	1	20.	1	....	....
Pictou.....	43.	20	74.	99	79.	78	42.	81	40.	15	38.	67	60.	30	68.	15	105.	3	150.	5	85.	2	50.	2
Queens	30.	6	65.	29	82.	18	22.	24	30.	2	44.	14	68.	8	105.	2	60.	1	120.	1	....	....	....	....
Richmond...	70.	2	84.7	33	75.	25	41.	20	28.7	4	36.8	19	53 7	8	50.	6	20.	2	119.3	14	....	....	55	2
Shelburne. .	68.	12	73.	48	85.	43	38.	50	46.	12	30.	35	38.	23	70.	2	50.	1	50.	1	....	....	....	....
Victoria	23.	5	88.	35	74.	32	43.	24	30.	4	42.	20	10.	11	50.	4	....	....	....	....	....	....	....	....
Yarmouth ..	58.	7	60.	50	90.	37	38.	37	80.	11	38.	24	57.	20	209.	4	....	....	41.	19	....	....	60.	1
Total 1901..	55.9	237	81.5	1223	82.8	1049	39.7	957	41.8	323	43.1	803	62.9	446	85.2	128	118.2	28	82 7	133	62.	18	54.6	34
" 1900..	59.3	267	83.2	1208	64.1	1007	39.7	953	43.2	228	41.	777	60.6	419	85.2	134	121.2	27	91.2	111	97.6	13	39.6	102
Increase	....	....	....	15	18 7	42	....	4	....	105	2.1	26	2.3	27	....	....	....	1	....	22	....	5	15.	....
Decrease	3.4	30	1.7	....	....	....	....	....	1.4	....	....	....	....	....	....	6	3.	....	8.5	....	35.6	....	....	68

TABLE IX.—CLASSIFICATION OF PUPILS.

Nova Scotia, Year ended, July, 1901.

Counties.	No. of Pupils in each Grade according to Provincial Course of Study.													Grades IX to XII.				Transfers.	
	Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	No. holding Provincial certificates.	Total No. High School Pupils.	No. High School Pupils taking full course.	No. High School Pupils taking partial course.	No. of Pupils transferred out of school.	No. of Pupils transferred into school.
Annapolis	....	642	481	390	520	482	397	450	406	413	167	79	2	127	661	480	181	23	23
Antigonish	....	500	370	365	410	321	307	329	193	116	56	37	33	61	242	179	63	20	20
Cape Breton	177	1656	1365	1070	1104	841	614	576	419	288	84	21	....	37	393	312	81	397	349
Colchester	92	916	707	617	757	700	528	514	525	379	190	104	14	212	687	543	144	73	73
Cumberland	....	1868	1198	1133	1062	935	769	610	557	377	176	70	....	207	623	535	88	114	114
Digby	....	1020	753	572	697	452	443	386	238	184	61	24	....	58	269	194	75	44	44
Guysboro	107	668	527	542	514	380	331	321	240	108	38	15	....	32	161	116	45	5	4
Halifax City	151	1830	960	980	981	758	693	557	393	176	136	107	....	318	419	410	9	497	479
Halifax Co.	104	1415	932	791	1058	903	685	644	495	234	62	12	...	45	308	223	85	26	26
Hants	10	831	569	535	547	517	423	488	395	279	106	37	1	76	423	305	118	45	45
Inverness	....	1137	644	626	597	462	411	379	297	161	56	20	...	37	237	197	40	...	.....
Kings	....	600	461	537	542	533	482	465	466	467	213	109	14	144	803	474	329	51	51
Lunenburg	13	1256	978	998	1038	926	710	728	447	243	106	38	....	90	387	325	62	149	149
Pictou	5	785	824	832	796	645	592	715	653	431	169	107	41	214	748	596	152	119	119
Queens	....	328	283	233	276	229	205	185	165	98	34	18	1	33	151	105	46	2	2
Richmond	....	802	460	403	370	341	240	181	132	74	22	8	....	21	104	94	10	11	11
Shelburne	4	553	477	381	440	390	299	229	209	172	68	34	1	70	275	222	53	63	62
Victoria	....	394	252	279	273	227	196	197	121	84	21	10	....	28	115	107	8	.....	.....
Yarmouth	....	1201	848	691	678	548	375	338	277	177	85	28	....	63	290	237	53	179	172
Total 1901	663	18522	13089	11975	12655	10590	8700	8292	6628	4461	1850	878	107	1868	7296	5654	1642	1818	1743
" 1900	555	18243	13257	12256	12816	10666	9014	8825	7248	4391	1894	865	99	1678	7249	5671	1578	2551	2566
Increase	108	279	.....	.....	.....	.....	....	.....	.....	70	.....	13	8	190	47	.....	64	.....	.....
Decrease	....	.....	168	281	161	76	314	533	620	.....	44	....	....	.....	...	17	.....	733	823

TABLE X.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE IX OR D).

Nova Scotia, Year ended, July, 1901.

COUNTIES.	English.	Latin.	French.	History.	Geography.	Botany.	Physics.	Drawing.	Book-keeping.	Arithmetic.	Algebra.	Geometry.	Manual Training.	Total No. High School Pupils.	No Pupils taking full regular course.	No. taking partial or special course.
Annapolis	391	25	5	384	396	305	318	350	375	413	342	316	.....	413	265	148
Antigonish	96	36	39	101	101	90	85	98	100	102	84	86	.....	116	77	39
Cape Breton	287	47	52	254	284	224	223	274	275	283	275	270	.....	288	215	73
Colchester	341	128	42	348	355	301	300	330	329	362	241	321	9	379	271	108
Cumberland	347	65	50	359	360	334	321	343	351	351	345	350	.....	377	300	77
Digby	171	22	17	149	167	135	129	144	166	182	161	148	.....	184	118	66
Guysboro	87	11	9	87	89	74	76	80	87	90	82	82	.....	108	65	43
Halifax City	172	118	70	171	170	114	115	172	165	172	172	172	7	176	171	5
Halifax Co	175	42	.....	182	182	161	154	180	169	187	179	164	.....	234	161	73
Hants	261	25	5	267	277	235	219	263	270	266	257	233	.....	279	172	107
Inverness	161	.....	2	159	157	150	147	149	153	159	154	155	.....	161	131	30
Kings	430	22	4	418	418	295	325	386	443	455	367	347	.....	467	241	226
Lunenburg	217	36	6	232	236	191	195	219	224	243	230	197	.....	243	178	65
Pictou	364	74	47	360	363	331	325	345	350	357	350	344	.....	431	297	134
Queens	91	17	9	89	91	77	64	86	97	93	89	90	.....	98	60	38
Richmond	74	14	24	74	74	70	67	73	70	74	74	73	.....	74	66	8
Shelburne	165	11	.....	159	167	134	142	152	153	169	163	157	.....	172	129	43
Victoria	84	6	.....	84	84	84	83	84	82	84	84	84	.....	84	76	8
Yarmouth	172	21	44	162	169	124	138	160	165	171	169	157	.....	177	137	40
Total 1901	4086	720	425	4069	4180	3429	3426	3888	4024	4213	3818	3746	16	4461	3130	1331
" 1900	4136	690	431	4108	4194	3563	3498	3902	4055	4244	3841	3756	10	4391	3180	1211
Increase	.....	30	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	6	70	.....	120
Decrease	50	.....	6	39	14	134	72	14	31	31	23	10	.....	.....	50	.....

TABLE XI.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE X OR C).

Nova Scotia, Year ended, July, 1901.

COUNTIES.	English.	Latin.	Greek.	French	German.	History.	Geography.	Chemistry.	Drawing.	Book-keeping	Arithmetic.	Algebra.	Geometry.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	164	14	.....	5	.....	162	166	151	151	161	167	154	151	....	51	167	138	29
Antigonish	55	38	4	22	6	53	53	52	44	51	53	53	51	....	14	56	48	8
Cape Breton	84	37	2	13	.....	82	81	80	80	82	82	81	79	....	27	84	79	5
Colchester	180	70	18	21	.....	176	177	173	174	171	181	178	174	64	83	190	159	31
Cumberland	173	50	6	25	12	175	175	174	171	172	176	174	172	....	122	176	169	7
Digby	60	21	.....	26	.....	60	60	52	54	56	57	59	57	....	33	61	49	12
Guysboro	36	8	.....	2	3	36	36	36	36	36	36	36	36	....	19	38	36	2
Halifax City	136	78	14	96	47	133	133	133	134	131	135	133	135	....	103	136	135	1
Halifax Co	53	5	1	.....	.....	52	53	52	52	52	54	56	57	....	36	62	52	10
Hants	106	8	5	5	8	106	105	103	102	105	106	106	104	....	50	106	97	9
Inverness	56	3	.....	13	.....	56	76	54	56	56	56	56	56	....	22	56	48	8
Kings	197	27	.....	6	.....	197	195	163	175	194	103	194	189	....	58	213	137	76
Lunenburg	105	18	.....	3	9	105	105	103	102	101	106	103	103	....	46	106	99	7
Pictou	153	59	2	13	.....	160	160	151	160	154	160	160	159	....	78	169	146	23
Queens	34	4	1	2	.....	34	33	32	34	34	34	34	33	....	17	34	29	5
Richmond	22	13	2	5	.....	21	22	20	20	20	21	22	22	....	13	22	20	2
Shelburne	68	8	.....	...	.....	65	65	64	63	66	68	68	66	....	35	68	62	6
Victoria	21	8	.....	.....	.....	21	21	21	21	21	21	21	21	....	18	21	21	.....
Yarmouth	82	11	.....	27	.....	85	85	74	78	78	80	80	73	....	37	85	73	12
Total 1901	1785	480	55	284	85	1779	1781	1688	1707	1741	1696	1768	1738	64	865	1850	1597	253
" 1900	1824	498	62	345	148	1816	1817	1754	1772	1802	1835	1803	1786	11	858	1884	1669	225
Increase	.....	.....	.....	.....	.....	.....	.....	.....	...	.....	.....	.....	.....	53	7	....	.....	28
Decrease	39	18	7	61	63	37	36	66	65	61	139	35	48	....	.....	44	72	.....

TABLE XII—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XI OR B).

Nova Scotia, Year ended, July, 1901.

COUNTIES.	English.	Latin.	Greek.	French	German.	History.	Physics.	Algebra.	Geometry.	Practical Mathematics.	Physiology.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No. Pupils taking full regular course.	No. taking partial or special course.
Annapolis	79	17	.....	1	.....	78	78	78	79	76	76	.....	70	79	76	3
Antigonish	37	22	4	24	2	32	39	35	37	37	37	.....	25	37	32	5
Cape Breton	20	12	3	3	.....	21	20	20	20	20	18	.....	9	21	18	3
Colchester	102	50	12	8	.....	104	104	104	104	101	103	37	93	104	101	3
Cumberland	69	28	.....	2	.....	68	68	68	68	68	66	.....	69	70	66	4
Digby	24	18	2	20	.....	24	24	24	24	24	24	.....	21	24	24	....
Guysboro	13	7	1	.....	3	15	15	15	15	15	15	.....	15	15	15	....
Halifax City	107	53	14	48	15	91	83	102	107	82	71	.....	102	107	104	3
Halifax Co	10	2	.....	.....	.....	10	10	12	11	10	10	.....	9	12	10	2
Hants	37	8	6	3	.....	37	37	37	37	37	37	.....	32	37	36	1
Inverness	20	5	.....	1	.....	20	19	20	20	20	19	.....	15	20	18	2
Kings	106	30	5	12	11	107	100	106	103	98	98	50	63	109	87	22
Lunenburg	38	12	.....	1	.....	37	38	37	37	38	37	.....	34	38	38	...
Pictou	106	53	15	19	.....	106	106	105	106	105	105	.....	77	107	102	5
Queens	18	4	.....	4	.....	16	15	15	18	18	15	.....	17	18	17	1
Richmond	8	3	.....	.....	.....	8	3	8	8	8	8	.....	8	8	8	....
Shelburne	33	8	.....	.....	.....	34	31	34	34	34	33	.....	34	34	31	3
Victoria	10	4	4	.....	.....	10	10	10	10	10	10	10	10	10	10	....
Yarmouth	28	6	.....	12	.....	26	28	28	27	28	25	.....	26	28	27	1
Total 1901	865	342	66	158	31	844	828	858	865	829	807	97	729	878	820	58
" 1900	842	331	78	154	52	843	835	844	845	833	789	.....	690	865	804	61
Increase	23	11	.....	4	.....	1	.....	14	20	.....	18	97	39	13	16	....
Decrease	.....	.....	12	.....	21	.....	7	.....	.....	4	.....	....	.....	.....	.....	3

TABLE XIII.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XII OR A).

Nova Scotia, Year ended, July, 1901.

COUNTIES.	English.	Latin.	Greek.	French.	German.	History.	Botany.	Physics.	Chemistry.	Algebra.	Geometry.	Psychology.	Sanitary Science.	Zoology.	Geology.	Astronomy.	Navigation.	Trigonometry.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No pupils taking full regular course.	No. taking partial or special course.
Annapolis	2	2	....	2	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	2	2	....	2
Antigonish	32	30	19	22	....	19	6	15	16	11	15	16	10	5	5	8	8	12	....	22	33	22	11
Cape Breton	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Colchester	12	13	10	7	6	12	4	10	4	3	9	12	....	3	5	9	5	10	....	14	14	14	....
Cumberland	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Digby	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Guysboro	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax City	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax Co	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hants	1	1	1	....	....	1	....	....	....	....	1	....	1	....	....	....	....	1	....	1	1	....	1
Inverness	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kings	11	13	12	7	....	14	11	7	2	6	10	....	11	5	5	5	....	....	....	12	14	11	3
Lunenburg	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pictou	40	33	8	40	34	41	35	35	37	33	37	40	39	34	34	34	34	35	...	41	41	40	1
Queens	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Richmond	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Shelburne	1	1	1	1	....	1	1	1	1	1	1	....	....	....	....	1	..	....	....	1	1	....	1
Victoria	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total 1901	99	93	51	79	40	90	57	68	60	54	73	68	61	47	49	57	47	58	....	93	106	87	19
" 1900	86	76	48	66	31	82	33	55	55	38	64	71	54	39	26	29	36	69	....	88	99	63	36
Increase	13	17	3	13	9	8	24	13	5	16	9	....	7	8	23	28	11	....	....	5	7	24	....
Decrease	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	11	....	....	....	....	17

TABLE XIV.—AVERAGE SALARY OF MALE TEACHERS.

Nova Scotia, Year ended, July, 1901.

Counties.	Class A.—(Male).			Class B.—(Male).			Class C.—(Male).			Class D.—(Male).		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis	.....	.....	$667 59	$113 83	$198 92	$312 75	$85 37	$234 50	$319 87	$56 91	$151 00	$207 91
Antigonish	.....	.....	721 12	113 83	169 50	283 33	85 37	126 00	211 37	56 91	112 50	169 41
Cape Breton	.....	.....	675 00	113 83	296 25	410 08	85 37	153 75	239 12	56 91	119 00	175 91
Colchester	.....	.....	911 00	113 83	246 87	360 70	85 37	165 18	250 55	56 91	94 01	150 92
Cumberland	.....	.....	758 80	113 83	292 77	406 60	85 37	167 95	253 32	56 91	110 83	167 74
Digby	.....	.....	825 00	113 83	329 16	442 99	85 37	176 28	261 65	56 91	174 95	231 86
Guysboro	.....	.....	708 63	113 83	256 75	370 58	85 37	170 00	255 37	56 91	110 27	167 18
Halifax City	.....	.....	1070 00	113 83	698 00	811 83	85 37	270 00	355 37	56 91	370 00	426 91
Halifax Co.	.....	.....	1179 18	113 83	202 00	315 83	85 37	211 43	296 80	56 91	173 33	230 24
Hants	.....	.....	759 45	113 83	250 00	363 83	85 37	170 00	255 37	56 91	125 00	181 91
Inverness	.....	.....	750 00	113 83	160 00	273 83	85 37	130 00	215 37	56 91	110 00	166 91
Kings	.....	.....	451 50	113 83	291 43	405 26	85 37	168 75	254 12	56 91	106 34	163 25
Lunenburg	.....	.....	726 68	113 83	205 00	318 83	85 37	139 50	224 87	56 91	126 00	182 91
Pictou	.....	.....	807 00	113 83	392 00	505 83	85 37	76 00	261 37	56 91	106 00	162 91
Queens	.....	.....	759 18	113 83	220 00	333 83	85 37	217 00	302 37	56 91	125 00	181 91
Richmond	.....	.....	739 18	113 83	222 00	335 83	85 37	126 66	212 03	56 91	97 77	154 68
Shelburne	.....	.....	586 68	113 83	211 67	325 50	85 37	155 55	240 92	56 91	121 67	178 58
Victoria	.....	.....	750 00	113 83	192 00	305 83	85 37	144 00	229 37	56 91	136 00	192 91
Yarmouth	.....	.....	658 93	113 83	305 50	419 33	85 37	170 00	255 37	56 91	110 00	166 91
Total 1901	.....	.....	$763 41	$113 83	$270 51	$384 34	$85 37	$172 24	$257 61	$56 91	$135 77	$192 68
" 1900	.....	.....	732 55	112 81	279 07	391 88	84 61	187 50	272 11	56 41	133 47	189 88
Increase	.....	.....	30 86	$1 02	.....	.....	76	.....	.....	50	$2 30	$2 80
Decrease	.....	.....	.....	.....	$8 56	$7 54	.....	$15 26	$14 50	.....	.....	.....

TABLE XIII.—ANALYSIS OF HIGH SCHOOL STUDIES (GRADE XII OR A).

Nova Scotia, Year ended, July, 1901.

COUNTIES.	English.	Latin.	Greek.	French.	German.	History.	Botany.	Physics.	Chemistry.	Algebra.	Geometry.	Psychology.	Sanitary Science.	Zoology.	Geology.	Astronomy.	Navigation.	Trigonometry.	Manual Training.	No. holding Prov. High School Certificates.	Total No. High School Pupils.	No pupils taking full regular course.	No. taking partial or special course.
Annapolis	2	2	....	2	....	2	....	....	....	....	....	....	....	....	....	....	....	....	....	2	2	....	2
Antigonish	32	30	19	22	....	19	6	15	16	11	15	16	10	5	5	8	8	12	....	22	33	22	11
Cape Breton	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Colchester	12	13	10	7	6	12	4	10	4	3	9	12	....	3	5	9	5	10	....	14	14	14	....
Cumberland	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Digby	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Guysboro	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax City	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax Co	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hants	1	1	1	....	....	1	....	....	....	....	1	....	1	....	....	....	....	1	....	1	1	....	1
Inverness	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kings	11	13	12	7	....	14	11	7	2	6	10	....	11	5	5	5	....	....	....	12	14	11	3
Lunenburg	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pictou	40	33	8	40	34	41	35	35	37	33	37	40	39	34	34	34	34	35	....	41	41	40	1
Queens	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Richmond	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Shelburne	1	1	1	1	....	1	1	1	1	1	1	....	....	....	....	1	....	....	....	1	1	....	1
Victoria	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total 1901	99	93	51	79	40	90	57	68	60	54	73	68	61	47	49	57	47	58	....	93	106	87	19
" 1900	86	76	48	66	31	82	33	55	55	38	64	71	54	39	26	29	36	69	....	88	99	63	36
Increase	13	17	3	13	9	8	24	13	5	16	9	....	7	8	23	28	11	....	....	5	7	24	....
Decrease	....	....	....	....	....	....	....	....	....	....	....	3	....	....	....	....	....	11	....	....	....	....	17

TABLE XIV.—AVERAGE SALARY OF MALE TEACHERS.

Nova Scotia, Year ended, July, 1901.

Counties.	Class A.—(Male).			Class B.—(Male).			Class C.—(Male).			Class D.—(Male).		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis	.....	.....	$667 59	$113 83	$198 92	$312 75	$85 37	$234 50	$319 87	$56 91	$151 00	$207 91
Antigonish	.....	.....	721 12	113 83	169 50	283 83	85 37	126 00	211 37	56 91	112 50	169 41
Cape Breton	.....	.....	675 00	113 83	296 25	410 08	85 37	153 75	239 12	56 91	119 00	175 91
Colchester	.....	.....	911 00	113 83	246 87	360 70	85 37	165 18	250 55	56 91	94 01	150 92
Cumberland	.....	.....	758 80	113 83	292 77	406 60	85 37	167 95	253 32	56 91	110 83	167 74
Digby	.....	.....	825 00	113 83	329 16	442 99	85 37	176 28	261 65	56 91	174 95	231 86
Guysboro	.....	.....	708 63	113 83	256 75	370 58	85 37	170 00	255 37	56 91	110 27	167 18
Halifax City	.....	.....	1070 00	113 83	698 00	811 83	85 37	270 00	355 37	56 91	370 00	426 91
Halifax Co	.....	.....	1179 18	113 83	202 00	315 83	85 37	211 43	296 80	56 91	173 33	230 24
Hants	.....	.....	759 45	113 83	250 00	363 83	85 37	170 00	255 37	56 91	125 00	181 91
Inverness	.....	.....	750 00	113 83	160 00	273 83	85 37	130 00	215 37	56 91	110 00	166 91
Kings	.....	.....	451 50	113 83	291 43	405 26	85 37	168 75	254 12	56 91	106 34	163 25
Lunenburg	.....	.....	726 68	113 83	205 00	318 83	85 37	139 50	224 87	56 91	126 00	182 91
Pictou	.....	.....	807 00	113 83	392 00	505 83	85 37	76 00	261 37	56 91	106 00	162 91
Queens	.....	.....	759 18	113 83	220 00	333 83	85 37	217 00	302 37	56 91	125 00	181 91
Richmond	.....	.....	739 18	113 83	222 00	335 83	85 37	126 66	212 03	56 91	97 77	154 68
Shelburne	.....	.....	586 68	113 83	211 67	325 50	85 37	155 55	240 92	56 91	121 67	178 58
Victoria	.....	.....	750 00	113 83	192 00	305 83	85 37	144 00	229 37	56 91	136 00	192 91
Yarmouth	.....	.....	658 93	113 83	305 50	419 83	85 37	170 00	255 37	56 91	110 00	166 91
Total 1901	.....	.....	$763 41	$113 83	$270 51	$384 34	$85 37	$172 24	$257 61	$56 91	$135 77	$192 68
" 1900	.....	.....	732 55	112 81	279 07	391 88	84 61	187 50	272 11	56 41	133 47	189 88
Increase	.....	.....	30 86	$1 02	.....	.....	76	.....	.....	50	$2 30	$2 80
Decrease	.....	.....	.....	.....	$8 56	$7 54	.....	$15 26	$14 50	.....	.....	.....

TABLE XV.—AVERAGE SALARY OF FEMALE TEACHERS.

Nova Scotia, Year ended, July, 1901.

Counties.	Class A.—(Female.)			Class B.—(Female.)			Class C.—(Female.)			Class D.—(Female.)		
	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis	.....	.....	$.....	$113 83	$145 62	$259 45	$85 37	$129 23	$214 60	$56 91	$ 95 76	$152 67
Antigonish	.....	.....	.....	113 83	196 66	310 49	85 37	128 95	214 32	56 91	91 37	148 28
Cape Breton	.....	.....	.....	113 83	201 25	315 08	85 37	187 11	272 48	56 91	120 67	177 58
Colchester	.....	.....	345 00	113 83	185 37	299 20	85 37	145 68	231 05	56 91	98 01	154 92
Cumberland	.....	.....	370 73	113 83	162 57	276 40	85 37	150 00	235 37	56 91	101 80	158 71
Digby	.....	.....	.....	113 83	178 67	292 50	85 37	125 55	210 92	56 91	107 46	164 37
Guysboro	.....	.....	.....	113 83	164 38	278 21	85 37	141 98	227 35	56 91	107 84	164 75
Halifax City	.....	.....	630 00	113 83	326 00	439 83	85 37	294 00	379 37	56 91	204 00	260 91
Halifax Co.	.....	.....	357 27	113 83	189 64	303 47	85 37	176 70	262 10	56 91	126 68	183 59
Hants	.....	.....	390 55	113 83	165 87	279 70	85 37	150 88	236 25	56 91	112 68	169 59
Inverness	.....	.....	.....	113 83	160 00	273 83	85 37	105 00	190 37	56 91	92 00	148 91
Kings	.....	.....	541 15	113 83	165 50	279 33	85 37	138 23	223 60	56 91	111 34	168 25
Lunenburg	.....	.....	541 18	113 83	166 00	279 83	85 37	130 50	215 87	56 91	98 85	155 76
Pictou	.....	.....	.....	113 83	184 00	297 83	85 37	137 00	222 37	56 91	81 00	137 91
Queens	.....	.....	.....	113 83	164 00	277 83	85 37	132 00	217 37	56 91	89 62	146 53
Richmond	.....	.....	.....	113 83	115 00	228 83	85 37	104 44	189 81	56 91	90 75	147 66
Shelburne	.....	.....	.....	113 83	172 78	286 61	85 37	133 23	218 60	56 91	93 08	149 99
Victoria	.....	.....	371 00	113 83	190 00	303 83	85 37	140 00	225 37	56 91	114 00	170 91
Yarmouth	.....	.....	348 93	113 83	188 57	302 40	85 37	166 30	251 67	56 91	124 71	181 62
Total 1901	.....	.....	$432 87	$113 83	$180 09	$293 92	$85 37	$148 25	$233 62	$56 91	$108 50	$165 41
" 1900	.....	.....	422 62	112 81	180 44	293 25	84 61	146 26	230 87	56 41	109 94	166 35
Increase	.....	.....	$10 25	$1 02	.....	$0 67	$ 76	$1 99	$2 75	$ 50	.....	.....
Decrease	.....	.....	.....	.....	$0 35	.....	.....	.....	.....	.....	$1 44	$0 94

TABLE XVI.

Apportionment of County Fund to Trustees for Year, ended July, 1901.

MUNICIPALITIES.	Grand total days' attendance made by all the Pupils.	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attend. Halifax School for Blind.	On act. of Pupils attending Deaf & Dumb Inst., Halifax.	Total amount appropriated.	Amount per Pupil in attendance the full Term.
Annapolis, County of	447,711	2,870 39	2,619 54	$ 150 00	$ 150 00	$ 5,789 93	$ 1 22
Antigonish, "	283,975	2,131 06	2,402 40	75 00	225 00	4,833 46	1 76
Cape Breton, "	781,124	3,757 76	5,819 37	225 00	525 00	10,327 13	1 58
Colchester, "	500,814	3,322 55	2,619 39	375 00	300 00	6,616 94	1 08
Cumberland, "	949,605	5,091 69	4,479 35	187 50	600 00	10,358 54	92
Digby, District of	299,191	1,731 61	1,444 74	133 11	221 85	3,531 31	1 05
Clare, "	213,842	1,138 57	1,053 66	91 89	153 15	2,437 27	1 03
Guysboro, "	293,532	1,689 54	1,898 41	225 04	56 26	3,869 25	1 35
St. Mary's, "	84,927	537 85	657 43	74 96	18 74	1,288 98	1 56
Halifax, County of	649,978	3,908 99	3,780 89	525 00	150 00	8,364 88	1 45
Hants, East, District of	211,699	1,492 16	1,210 32	110 64	36 88	2,850 00	1 18
Hants, West, "	217,919	1,347 28	1,415 04	114 36	38 12	2,944 80	1 33
Inverness, County of	423,003	3,136 61	3,528 15	300 00	750 00	7,714 76	1 74
Kings, "	502,584	3,237 70	2,829 90	300 00	375 00	6,742 60	1 16
Lunenburg & New Dublin, Dis. of	697,726	3,600 48	3,056 34	433 72	619 60	7,710 14	92
Chester, District of	137,563	798 53	601 35	91 28	130 40	1,621 56	91
Pictou, County of	751,324	4,333 25	5,558 08	75 00	450 00	10,416 33	1 53
Queens, "	254,798	1,450 16	1,573 59	75 00	75 00	3,173 75	1 29
Richmond, "	291,006	1,866 82	2,153 37	75 00	225 00	4,3.0 19	1 56
Shelburne, District of	203,650	1,133 98	809 72	114 84	267 96	2,326 50	85
Barrington, "	191,705	994 14	870 06	110 16	257 04	2,231 40	97
Victoria, County of	187,217	1,432 19	2,233 81	75 00	.....	3,741 00	2 50
Yarmouth, District of	379,593	1,787 26	1,731 36	174 04	174 04	3,866 70	98
Argyle, "	275,970	1,183 68	1,363 40	125 96	125 96	2,799 00	1 06
Total, 1901	9,233,406	$ 53,974 25	$ 55,739 67	$ 4,237 50	$ 5,9 5 00	$ 119,876 42	$ 1 29
" 1900	9,815,928	54,439 41	56,183 53	3,975 02	5,325 00	119,922 94	1 21
Increase	.....	.....	.....	$ 262 50	$ 600 00	.....	$ 08
Decrease	582,522	$ 465 16	$ 443 86	.....	.....	$ 46 52	.....

TABLE XVII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS, 1901.

COUNTIES.	Paid by Government over and above the ordinary Grants towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	First Half Year.	Second Half Year	
Annapolis	$ 141 56	$ 117 11	$ 258 67
Antigonish	128 60	124 34	252 94
Cape Breton	91 98	102 29	194 27
Colchester	150 00	147 02	297 02
Cumberland	150 00	150 00	300 00
Digby	144 56	153 61	298 17
Guysboro	116 88	97 53	214 41
Halifax Co	147 01	120 94	267 95
Hants	131 55	145 65	277 20
Inverness	136 47	131 47	267 94
Kings	150 00	150 00	300 00
Lunenburg	150 00	134 17	284 17
Pictou	114 10	134 22	248 32
Queens	117 43	87 37	204 80
Richmond	111 19	115 46	226 65
Shelburne	40 86	52 61	93 47
Victoria	37 03	39 16	76 19
Yarmouth	55 89	64 50	120 39
Total 1901	$ 2115 11	$ 2067 45	$ 4182 56
" 1900	2043 11	2190 75	4233 86
Increase	$ 72 00	.....	.....
Decrease	.....	$ 123 30	$ 51 30

TABLE XVIII.

POOR SECTIONS—SPECIAL COUNTY AID.

MUNICIPALITIES.	Number of these Sections having Schools.	Amount of County Assessment paid to these Schools over and above ordinary allowance.
Annapolis, County of	19	$ 182 82
Antigonish, "	17	191 47
Cape Breton, "	14	146 84
Colchester, "	23	222 34
Cumberland, "	28	282 96
Digby, District of	15	176 02
Clare, "	7	79 94
Guysboro, "	11	136 17
St. Mary's, "	2	26 25
Halifax, County of	22	252 48
Hants, East, District of	12	117 62
Hants, West, "	10	132 65
Inverness, County of.....	21	264 71
Kings, "	28	294 92
Lunenburg and New Dublin, District of.....	17	159 05
Chester, District of	7	54 89
Pictou, County of.....	20	219 08
Queens, "	14	129 36
Richmond, "	13	171 96
Shelburne, District of	4	49 41
Barrington, '	3	37 97
Victoria, County of.....	5	71 30
Yarmouth, District of.....	8	85 17
Argyle, "	3	20 78
Total 1901.....	323	$3506 16
" 1900.....	335	3566 58
Increase.....	.....	.....
Decrease	12	$60 42

TABLE XIX.—COUNTY ACADEMIES.

Academies.	Instructors.	Class of License.	Annual Salary.	Department or Subjects Taught. (Subjects are given briefly by Numbers.)	Hours per Day.
Annapolis	John Naylor Creed	A cl.	$ 750 00	All subjects (First term)	5
	C. M. Gormley, B. A	A. cl.	750 00	All subjects (Last term)	5
Antigonish	Rev. A. Thompson, D. D	A. cl.	750 00	Nos 68, 71, 80, 81, 86	3
	Rev. D. C. Gillis	A. cl.	750 00	" 68, 86, 87	3½
	Rev. Hugh McPherson, D. D	A. cl.	750 00	" 68, 72, 82, 85	4
	John A. McKerron	B.	450 00	" 69, 74, 77, 78, 79, 80, 81	4½
	Henry Barry	C.	200 00	" 68, 70, 71, 72, 74, 81, 82, 86	3
	Sister St. Leonard	B.	150 00	" 65, 67, 68, 70, 71, 72, 73, 74	5
	W. P. Floyd (assistant)	C.	200 00	" 75, 76, 77, 78, 79, 80	.....
Cape Breton	Frank I Stewart, B. A (Lond)	A. cl	950 00	" 67, 68, 74, 77, 78, 79, 80, 81, 86	5
	D. S. McIntosh, B. A., B. Sc.	A. cl.	800 00	" 70, 71, 72, 75, 76, 82, 83, 84, 85, 87	5
	L. M. A. Domalain, B.'es L	.....	.....	" 88	1
	Annie A. Field	.....	.....	Shorthand and typewriting	1
Clare	D F. McDonell, B. A	A. cl.	750 00	Nos. 104, 109, 114, 115, 116, 117, 118, 119	4
	Rev. P. Chiasson	.....	.....	" 104, 109, 110, 115, 116, 117, 118	3
	Rev. Jos. M. LeGuennec, B. A	.....	.....	" 109, 110, 111, 112, 113, 116, 117, 118, 120	3
	Rev. P. Rouxel	.....	.....	" 105, 107	3
Colchester	W. R. Campbell, M. A	A. cl.	1200 00	" 82, 86, 87	4¾
	James Little	B.	1050 00	" 80, 81, 83, 84, 124	4¾
	M. D. Hemmeon, B. A	A. cl.	900 00	" 72, 76, 79, 82, 85, 125, 126	4¾
	J. E. Barteaux	B.	850 00	" 74, 77, 80, 82, 84, 85	4¾
	H. S. Crowe, B. A	A, c.l.	610 00	" 72, 80, 81, 87, 89	4¾
	C. Fulton, B. A	C.	340 00	" 75, 76, 78, 81, 86	4¾
	Julia Kinney	B.	600 00	" 72, 75, 76, 77	4¾
	L. A. Edward	.....	200 00	" 88	.....
Cumberland	E. J. Lay	A. cl.	1300 00	" 70, 76, 79, 80, 81, 82 86, 88	5
	N. D. McTavish	A. sc.	850 00	" 67, 75, 77, 78, 80, 81, 82, 86, 88	5
	Wm. M. Hepburn, M. A	A. sc.	600 00	" 66, 71, 72, 74, 75, 76, 78, 81	5

Digby	Henry B. Hogg, M. A	A. cl.	900 00	All subjects	4
Guysboro	G. R. Butler, M. A	A. cl. & sc.	750 00	All subjects	4½
Halifax	Wm. T. Kennedy	A. cl.	1600 00	Nos. 75, 76, 77, 81	4
	Silvanus A. Morton, M. A	A. cl.	1250 00	" 74, 78, 79, 80	4
	Jotham W. Logan, B. A	A. cl.	1200 00	" 86, 87	4
	S. Katherine McIntosh	A. cl.	950 00	" 70, 72, 75, 76	4
	Jos. B. McCarthy, B. A., B.Sc	B.	800 00	" 82, 83, 84, 85	4
	Florence A. Peters	B.	750 00	" 72, 74, 78, 80	4
	Jules M Lanos, B. L		700 00	" 88, 89	4
	Kate F. Hill		250 00	" 77	2
Hants	J. Arnold Smith, M. A	A. cl.	1000 00	All subjects	4¾
Inverness	Jas. A. McLeod	A. sc.	750 00	All subjects	4¾
Kings	Jennie W. Ross, M. A	A. cl.	850 00	Nos. 65, 66, 72, 74, 77, 78, 80, 81, 82, 84, 87, 88, 89	4¾
	E. M. MacKenzie, M. A	A. cl.	625 00	" 65, 71, 72, 79, 80, 81, 85, 86, 102	4
	Theresa Farrell	A. cl	550 00	" 65, 75, 76, 78, 81, 82, 83	3¾
Lunenburg	B. McKittrick, B. A	A. cl.	1000 00	" 67, 68, 69, 72, 78, 79, 80, 81, 82, 83, 84, 88	5
	Agnes H. Roop, M. A	A. cl.	650 00	" 70, 71, 72, 74, 75, 76, 78, 80, 81, 86	5
	Minnie C. Hewitt	A. sc.	600 00	" 70, 71, 72, 74, 75, 76, 77, 78, 80, 81, 86, 89	5
Pictou	Robert McLellan	A. cl.	1200 00	" 86, 87, 88, 89	4
	Henry Pope Duchemin, B. A	A. cl.	850 00	" 72, 75, 76, 83	4
	Charles Budd Robinson, B. A	A. cl.	850 00	" 74, 77, 82, 84	4
	Henry Fraser Munro, B. A	A. cl.	700 00	" 78, 79, 80, 81, 83, 85	4
Queens	Howard S. Freeman, B A	A. cl.	750 00	All subjects	4¾
Richmond	Howard D. Urquhart	A. cl.	750 00	All subjects	5¼
Shelburne	C. Stanley Bruce	A. cl.	775 00	All subjects	5
Victoria	James McPhee, B. A	A cl.	750 00	All subjects	4¾
Yarmouth	A. Cameron	A. cl.	1200 00	Nos. 72, 75, 76, 80, 81	5
	Willard F. Kempton	A. cl.	1100 00	" 76, 78, 80, 81, 86	5
	Harry J. Wyman	A. sc.	550 00	" 74, 77, 79, 82, 83, 84, 85, 88	5

TABLE XIX.—COUNTY ACADEMIES—*Continued.*

Academies.	Analysis of High School Studies.																				
	Geography.				Botany.			Physics.				Chemistry.			Drawing.			Book-keeping.		
	Grade IX.	Grade X.	Grade XI.	Total.	Grade IX.	Grade XII.	Total.	Grade IX.	Grade XI.	Grade XII.	Total.	Grade X.	Grade XII.	Total.	Grade IX.	Grade X.	Total.	Grade IX.	Grade X.	Total.
Annapolis	24	15	5	44	24	....	24	24	5	....	29	14	....	14	24	15	39	24	15	39
Antigonish	41	41	32	114	39	6	45	40	35	15	90	41	14	55	41	34	75	41	41	82
Cape Breton	32	22	8	62	28	....	28	28	8	....	36	20	....	20	30	21	51	30	21	51
Clare	2	10	....	12	2	....	2	2	11	....	13	7	....	7	2	10	12	2	9	11
Colchester	94	62	....	156	94	4	98	94	67	10	171	62	4	66	94	63	157	94	63	157
Cumberland	24	34	....	58	24	...	24	24	30	....	54	34	....	34	24	34	58	24	34	58
Digby	16	13	8	37	37	....	37	16	8	....	24	13	....	13	16	13	29	16	13	29
Guysboro	15	8	....	23	12	....	12	15	5	....	20	8	....	8	15	8	23	15	8	23
Halifax	122	94	83	299	66	....	66	67	75	....	142	94	....	94	124	95	219	117	91	208
Hants	21	17	14	52	21	....	21	21	13	....	34	17	13	30	21	17	38	21	17	38
Inverness	9	11	9	29	9	....	9	9	9	....	18	11	....	11	9	11	20	9	11	20
Kings	32	21	36	89	32	1	33	32	31	....	63	21	....	21	32	23	55	32	28	60
Lunenburg	28	26	....	54	28	....	28	28	16	....	44	24	....	24	28	24	52	28	24	52
Pictou	53	46	....	99	53	34	87	53	46	34	133	47	36	83	53	48	101	53	48	101
Queens	15	11	....	26	15	....	15	15	12	....	27	11	....	11	15	11	26	15	11	26
Richmond	9	9	5	23	10	....	10	9	5	....	14	9	....	9	9	9	18	9	9	18
Shelburne	7	13	8	28	7	....	7	7	8	....	15	13	....	13	7	13	20	7	13	20
Victoria	10	10	11	31	10	....	10	10	11	....	21	10	....	10	10	21	31	10	10	20
Yarmouth	37	40	12	89	28	....	28	29	14	....	43	34	....	34	42	36	78	42	36	78
Total 1901	591	503	231	1325	539	45	584	523	409	59	991	490	67	557	596	506	1102	589	502	1091
" 1900	604	562	217	1383	620	30	650	612	375	57	1044	562	46	608	601	584	1185	602	569	1171
Increase	...	....	14	.....	.....	15	.....	.....	34	2	.....	....	21	.....	.....	....	.....	.....	....	.....
Decrease	13	59	....	58	81	....	66	89	.....	....	53	72	....	51	5	78	83	13	67	80

TABLE XIX.—COUNTY ACADEMIES—*Continued.*

Academies.	Whole Year. Between 5 and 15 years. 36	Over 15 years. 37	Total annual enrolment. 38	Boys. 39	Girls. 40	Total days' attendance for year. 41	Days taught during year. 42	Daily present on an average during year. 43	Av. of quarterly percentage of attendance. 44	No. on Register whose Attendance during the year was: 20 days or less. 45	Over 20 and up to 50 days. 46	Over 50 and up to 100 days. 47	Over 100 and up to 150 days. 48	Over 150 and up to 200 days. 49	Over 200 days. 50	No. of Pupils on Register: Belonging to this School Section. 51	From beyond limits of Sec., but within Co 52	From beyond limits of Co 53
Annapolis	13	31	44	15	29	53565.5	201	26.6	73.	1	4	12	9	18	..	28	16	.....
Antigonish	13	137	150	95	55	21727.5	205	119.7	85.9	1	6	12	47	73	11	40	30	80
Cape Breton	24	38	62	29	33	8489.	205	41.4	82.3	3	4	13	11	18	13	55	7	...
Clare	2	21	23	23	.....	3814.	185	20.6	92.6	..	.....	1	1	21	.	2	13	8
Colchester	77	162	239	94	145	33655.	195	172.6	81.1	3	19	24	57	136	..	141	60	38
Cumberland	27	61	88	33	55	13040.5	202	64.6	85.	..	2	19	12	51	4	51	35	2
Digby	6	31	37	15	22	4792.	204	23.5	68.9	1	5	4	9	17	1	33	4	.....
Guysboro	6	22	28	7	21	3486.5	201	19.8	83.8	1	1	5	3	18	..	18	10	.....
Halifax	96	224	320	133	187	51836.	200	259.6	89.3	6	11	27	24	252	..	239	68	13
Hants	17	35	52	17	35	6792.5	200	33.9	80.9	3	5	8	9	27	..	35	17	.....
Inverness	6	23	29	17	12	4298.	207	20.7	75.7	..	2	1	9	17	..	17	12	.....
Kings	36	54	90	33	57	8986.	189	47.6	72.1	7	12	19	21	31		70	19	1
Lunenburg	22	48	70	23	47	10495.	204	51.4	84.7	..	9	2	5	45	9	50	19	1
Pictou	29	158	187	93	94	28853.	213	135.4	80.	7	6	18	40	112	4	70	93	24
Queens	10	28	38	11	27	6141.5	206	29.8	84.3	2	.....	8	3	26	4	26	12	.....
Richmond	4	19	23	11	12	4243.5	197	21.5	93.6	..	.....	.....	.....	23	..	14	7	2
Shelburne	3	25	28	11	17	3973.5	201	19.3	83.4	1	2	4	5	16	..	18	10	.....
Victoria	8	23	31	14	17	4745.	210	23.	77.7	..	1	1	7	22	..	20	11	.....
Yarmouth	37	59	96	31	65	12947.5	198	65.4	79.5	7	5	12	23	49	..	83	11	2
Total 1901	436	1199	1635	705	930	237672.5	201.2	1196.4	81 2	43	94	185	295	972	46	1010	454	171
" 1900	452	1213	1665	746	919	241744.5	201.3	1204.	82.6	47	97	215	264	1012	30	1044	461	160
Increase	.....	.....	.....	.....	11	.....	..	.....	.....	..	.....	.....	31	..	16	.....	.....	11
Decrease	16	14	30	41	.....	4072.	.1	7.6	1.4	4	3	30	.....	40	..	34	7	.....

TABLE XIX.—COUNTY ACADEMIES—*Continued.*

Academies.	Analysis of High School Studies.																				
	Geography.				Botany.			Physics.				Chemistry.			Drawing.			Book-keeping.		
	Grade IX.	Grade X.	Grade XI.	Total.	Grade IX.	Grade XII.	Total.	Grade IX.	Grade XI.	Grade XII.	Total.	Grade X.	Grade XII.	Total.	Grade IX.	Grade X.	Total.	Grade IX.	Grade X.	Total.
Annapolis	24	15	5	44	24	....	24	24	5	....	29	14	....	14	24	15	39	24	15	39
Antigonish	41	41	32	114	39	6	45	40	35	15	90	41	14	55	41	34	75	41	41	82
Cape Breton	32	22	8	62	28	....	28	28	8	....	36	20	....	20	30	21	51	30	21	51
Clare	2	10	....	12	2	....	2	2	11	....	13	7	....	7	2	10	12	2	9	11
Colchester	94	62	....	156	94	4	98	94	67	10	171	62	4	66	94	63	157	94	63	157
Cumberland	24	34	....	58	24	...	24	24	30	....	54	34	....	34	24	34	58	24	34	58
Digby	16	13	8	37	37	....	37	16	8	....	24	13	....	13	16	13	29	16	13	29
Guysboro	15	8	....	23	12	....	12	15	5	....	20	8	....	8	15	8	23	15	8	23
Halifax	122	94	83	299	66	....	66	67	75	....	142	94	....	94	124	95	219	117	91	208
Hants	21	17	14	52	21	....	21	21	13	....	34	17	13	30	21	17	38	21	17	38
Inverness	9	11	9	29	9	....	9	9	9	....	18	11	....	11	9	11	20	9	11	20
Kings	32	21	36	89	32	1	33	32	31	....	63	21	....	21	32	23	55	32	28	60
Lunenburg	28	26	....	54	28	....	28	28	16	....	44	24	....	24	28	24	52	28	24	52
Pictou	53	46	....	99	53	34	87	53	46	34	133	47	36	83	53	48	101	53	48	101
Queens	15	11	....	26	15	....	15	15	12	....	27	11	....	11	15	11	26	15	11	26
Richmond	9	9	5	23	10	....	10	9	5	....	14	9	....	9	9	9	18	9	9	18
Shelburne	7	13	8	28	7	....	7	7	8	....	15	13	....	13	7	13	20	7	13	20
Victoria	10	10	11	31	10	....	10	10	11	....	21	10	....	10	10	21	31	10	10	20
Yarmouth	37	40	12	89	28	....	28	29	14	....	43	34	....	34	42	36	78	42	36	78
Total 1901	591	503	231	1325	539	45	584	523	409	59	991	490	67	557	596	506	1102	589	502	1091
" 1900	604	562	217	1383	620	30	650	612	375	57	1044	562	46	608	601	584	1185	602	569	1171
Increase	...	....	14	.....	.....	15	.....	.....	34	2	.....	....	21	.....	.....	....	.....	.....	....	.....
Decrease	13	59	....	58	81	....	66	89	.....	....	53	72	....	51	5	78	83	13	67	80

TABLE XIX.—COUNTY ACADEMIES—*Continued.*

Academies.	Analysis of High School Studies. Arithmetic. Grade IX.	Grade X.	Grade XI.	Total.	Algebra. Grade IX.	Grade X.	Grade XI.	Grade XII.	Total	Geometry. Grade IX.	Grade X	Grade XI.	Grade X.	Total	Prac. Mathematics. Grade XI.	Physiology. Grade XI.	Psychology. Grade XII.	Sanitary Science. Grade XII	Zoology. Grade XII.	Geology. Grade XII.	Astronomy. Grade XII	Navigation. Grade XII.	Trigonometry. Grade XII	Manual Training. Grade X.
Annapolis	24	15	....	39	24	15	5	....	44	24	15	5	....	44	5	5	....	....	....	....	....	....	....	....
Antigonish	41	41	....	82	41	41	35	11	128	40	39	35	13	127	35	35	14	10	5	5	8	6	12	20
Cape Breton	32	22	....	54	32	22	8	....	62	32	22	8	....	62	8	8	....	....	....	20	....	8	8	....
Clare	2	7	....	9	2	10	10	....	22	2	10	5	....	17	4	10	....	....	....	....	....	....	....	....
Colchester	94	62	....	156	94	62	67	3	226	94	62	67	9	232	66	67	12	....	3	5	9	5	10	195
Cumberland	24	34	....	58	24	34	30	....	88	24	34	30	....	88	30	29	....	....	....	....	....	29	29	....
Digby	16	13	....	29	16	13	8	....	37	16	13	8	....	37	8	8	....	....	....	....	....	....	....	....
Guysboro	15	8	....	23	15	8	5	....	28	15	8	5	....	28	5	5	....	....	....	....	....	....	....	....
Halifax	124	96	....	220	124	96	94	....	314	124	96	99	....	319	74	....	....	....	....	....	....	....	....	7
Hants	21	17	13	51	21	17	13	....	51	21	17	13	1	52	13	13	1	....	....	....	....	....	1	....
Inverness	9	11	....	20	9	11	9	....	29	9	11	9	....	29	9	9	....	....	....	....	....	....	....	....
Kings	32	21	....	53	32	21	30	....	83	32	21	30	5	88	30	31	5	5	5	....	....	....	....	....
Lunenburg	28	26	....	54	28	24	16	....	68	28	24	16	....	68	16	16	....	....	....	....	....	16	16	....
Pictou	53	46	....	99	53	46	45	32	176	53	46	46	36	181	45	46	40	39	33	33	33	33	35	....
Queens	15	11	....	26	15	11	12	....	38	15	11	12	....	38	12	12	....	....	....	....	....	12	....	....
Richmond	9	9	5	23	9	9	5	....	23	9	9	5	....	23	5	5	....	....	....	....	....	....	....	....
Shelburne	7	13	....	20	7	13	8	....	28	7	13	8	....	28	8	8	....	....	....	....	....	....	....	....
Victoria	10	10	....	20	10	10	11	....	31	10	10	11	....	31	11	11	....	11	....	....	....	11	....	....
Yarmouth	42	35	....	77	42	35	14	....	91	36	33	13	....	82	14	11	....	....	....	....	....	....	....	....
Total 1901	598	497	18	1113	598	498	425	46	1567	591	494	425	64	1574	398	329	72	63	46	63	10	120	111	222
" 1900	602	552	14	1168	601	560	396	29	1586	597	557	396	55	1605	394	261	62	78	37	47	28	112	129	....
Increase	....	....	4	....	....	....	29	17	....	....	....	29	9	....	4	68	10	....	9	16	22	8	....	222
Decrease	4	55	....	55	3	62	....	....	19	6	63	....	....	31	....	....	....	18	....	....	....	....	18	....

TABLE XIX.—COUNTY ACADEMIES—*Continued.*

Academies.	No. in each Grade admitted by Provincial Certificate.					Total No. High School Pupils.					No High School Pupils taking full regular course.					No. taking partial or special course.				
	Grade IX.	Grade X.	Grade XI.	Grade, XII.	Total.	Grade IX.	Grade X	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.
Annapolis	....	9	5	.....	14	24	15	5	....	44	24	14	5	.....	43	....	1	....	..	1
Antigonish	.....	8	25	20	53	41	43	35	31	150	39	39	30	22	130	2	4	5	9	20
Cape Breton	.....	3	2	.....	5	32	22	8	....	62	32	22	8	.....	62	....	....	....	..	....
Clare	.....	7	11	.....	18	2	10	11	....	23	2	10	11	.....	23	....	....	....	..	....
Colchester	.....	51	63	14	128	94	64	67	14	239	94	62	67	14	237	....	2	....	....	2
Cumberland	.....	29	29	.....	58	24	34	30	....	88	22	34	29	.....	85	2	....	1	....	3
Digby	.....	9	6	.....	15	16	13	8	....	37	16	13	8	.....	37	....	....	....	..	....
Guysboro	.....	7	5	.....	12	15	8	5	....	28	15	8	5	.....	28	....	....	....	....	....
Halifax	3	91	94	.....	188	124	97	99	....	320	123	96	96	.....	315	1	1	3	....	5
Hants	.....	8	13	1	22	21	17	13	1	52	21	17	13	.....	51	....	....	....	1	1
Inverness	.....	9	6	.....	15	9	11	9	....	29	6	11	9	.....	26	3	....	....	..	3
Kings	.....	4	19	6	29	32	21	31	6	90	32	21	30	5	88	....	....	1	1	2
Lunenburg	....	11	16	.....	27	28	26	16	...	70	28	24	16	.....	68	....	2	....	....	2
Pictou	...	23	39	40	102	53	47	47	41	187	53	46	45	40	184	....	1	2	....	3
Queens	.....	9	12	.....	21	15	11	12	....	38	15	11	12	.....	38	....	....	....	....	....
Richmond	.....	4	5	.....	9	9	9	5	....	23	9	9	5	.....	23	....	....	....	....	....
Shelburne	.....	9	8	.....	17	7	13	8	....	28	7	13	8	.....	28	....	....	....	....	...
Victoria	.....	10	11	.....	21	10	10	11	....	31	10	10	11	.....	31	....	....	....	....	...
Yarmouth	.....	22	14	.....	36	42	40	14	....	96	39	35	13	.....	87	3	5	1	....	9
Total 1901	3	323	383	81	790	598	511	434	92	1635	587	495	421	81	1584	11	16	13	11	51
" 1900	.....	329	351	77	757	605	569	403	88	1665	592	554	391	81	1618	13	15	12	7	47
Increase	3	.....	32	4	33	....	....	31	4	....	.....	.....	30	.....	.....	....	1	1	4	4
Decrease	...	6	.....	.....	.....	7	58	.....	....	30	5	59	....	.....	34	2	....	....	....	....

TABLE XIX.—COUNTY ACADEMIES—*Continued.*

Academies.	Average Age of Pupils in each Grade. (On first day of school year.)				Revenue.					Expenditure.					
	Grade IX.	Grade X.	Grade XI.	Grade XII.	Provincial Grant.	School Section Funds.	Fees.	Other Sources.	Total.	Salaries.	Apparatus.	Building and Repairs.	Fuel and Attendance.	Miscellaneous.	Total.
Annapolis	16 62	16.25	15.13	.....	$ 294 64	$ 585 36	.....	$ 250 00	$ 1130 00	$ 750 00	$ 100 00	$	$ 255 00	$ 25 00	$ 1130 00
Antigonish	15.5	17.5	18.	21.	883 90	2316 10	.....	.....	3200 00	3200 00	.....	.....	.....	.....	3200 00
Cape Breton	14.8	16.18	18.58	.....	589 27	1360 73	.....	.....	1950 00	1750 00	.....	.....	50 00	150 00	1950 00
Clare	13.58	18.9	19.18	.....	276 91	.....	.....	673 09	950 00	950 00	.....	.....	.....	.....	950 00
Colchester	14.62	16.1	17.89	17.77	1080 36	5144 64	.....	.....	6225 00	5750 00	100 00	50 00	300 00	25 00	6225 00
Cumberland	14.7	15.76	16.62	.....	589 27	3248 73	12 00	.....	3850 00	2750 00	.....	.....	1000 00	.....	3850 00
Digby	15.02	16.2	17.04	.....	294 64	1009 87	.....	343 99	1648 50	900 00	82 00	50 00	141 50	475 00	1648 50
Guysboro	15.52	16.23	16.4	....	294 64	513 36	.....	.....	808 00	750 00	14 00	.....	44 00	.....	808 00
Halifax	15.01	16.23	17.35	...	1080 36	10019 60	155 10	67 50	11322 56	7080 00	44 37	991 37	713 52	2493 30	11322 56
Hants	15.14	15.9	18.09	17.61	294 64	6074 67	.....	.....	6369 31	1000 00	14 31	4500 00	758 00	97 00	6369 31
Inverness	15.65	16.39	18.15	.....	294 64	540 36	.....	.....	835 00	750 00	25 00	.....	60 00	.....	835 00
Kings	14.31	15.48	16.6	18.82	589 27	2252 73	.....	10 00	2852 00	2025 00	45 00	395 00	197 00	190 00	2852 00
Lunenburg	15.1	16.6	17.36	....	589 27	1260 73	.....	.....	1850 00	1650 00	100 00	.....	50 00	50 00	1850 00
Pictou	15.64	16.82	18.44	19.5	1080 36	1939 64	200 00	1300 00	4520 00	3600 00	50 00	20 00	850 00	.....	4520 00
Queens	14.98	17.06	18.61	.....	294 64	875 15	.....	.....	1169 79	750 00	.....	105 95	313 84	.....	1169 79
Richmond	16.04	15.86	18.53	.....	294 64	700 36	.....	.....	995 00	750 00	50 00	.....	50 00	145 00	995 00
Shelburne	15.9	16.25	19.48	....	294 64	730 36	.....	.....	1025 00	750 00	50 00	105 00	120 00	.....	1025 00
Victoria	14.8	16.67	17.29	.....	294 64	500 36	.....	.....	795 00	750 00	15 00	10 00	20 00	.....	795 00
Yarmouth	14.53	16.06	16.72	.....	589 27	2960 73	.....	.....	3550 00	2850 00	50 00	150 00	500 00	.....	3550 00
Total 1901	15.13	16.44	17.65	18.94	$ 10000 00	$42033 48	$ 367 10	$2644 58	$ 55045 16	$ 38755 00	$ 739 68	$ 6377 32	$5522 86	$3650 30	$55045 16
" 1900	15.23	16.46	17.61	18 59	16720 00	36171 86	313 40	2246 56	55451 82	39063 50	$1248 83	6607 06	5112 63	3419 80	55451 82
Increase	.....	.....	.04	.35	.....	$5861 62	$53 70	$398 02	.....	.....	.....	.....	410 23	230 50	.....
Decrease	.10	.02	.....	.....	$6720 00	.....	.....	.....	$406 66	$308 50	$ 509 15	$ 229 74	.....	.....	$ 406 66

TABLE XIX.—COUNTY ACADEMIES—*Continued.*

Academies.	Ground. Dimensions of Grounds on which building is situated.	Regular Teaching Rooms. Number of.	Regular Teaching Rooms. Average dimensions of.	Assembly Room. Dimensions of (if there is a special room)	Library. Dimensions of room, (if there is a spec'l one), or of cabinet, cases or shelving (if no special room)	Library. No of Volumes.	Library. Estimated value of the Books.	Museum of Natural History, Physiology, &c. Dimensions of room (if there is a spec'l one) or of cabinet, cases or shelving (if no special room)	Museum of Natural History, Physiology, &c. Estimated Value of Collections, Models, &c.	Laboratory, (Chemical). Dimensions of room (if there is a spec'l one), or of cabinet, cases or shelving (if no special room).	Laboratory, (Chemical). Estimated Value of Apparatus, &c., kept here.
	Decimeters.		Decimeters.	Decimeters.	Decimeters.			Decimeters.		Decimeters.	
Annapolis	1400 x 1100	1	40 x 80 x 100	...	40 x 80 x 80	100	$ 75 00	...	$...	40 x 40 x 55	$ 50 00
Antigonish	750 x 1429	9	33 x 74 x 104	37 x 125 x 210	83 x 45 x 120	4000	7500 00	Cabinet	250 00	83 x 70 x 90	9[illegible]0 00
Cape Breton	900 x 400	2	42 x 90 x 90	...	800 (shelving)	330	400 00	...	...	60 (shelving)	300 00
Clare	920 x 920	3	36 x 46 x 61	...	...	...	...	...	...	...	30 00
Colchester	482 x 1364	7	48 x 83 x 92	40 x 82 x 178	42 x 38 x 38	412	400 00	15 x 75	500 00	42 x 43 x 45	300 00
Cumberland	275 x 600	8	39 x 90 x 111	50 x 137 x 196	39 x 51 x 85	400	250 00	...	...	35 x 70 x 110	600 00
Digby	300 x 600	1	40 x 90 x 111	40 x 70 x 180	...	100	150 00	...	25 00	...	50 00
Guysboro	690 x 890	1	36 x 84 x 95	...	36 x 36 x 56	182	20 00	...	...	36 x 36 x 56	30 00
Halifax	340 x 410	6	49 x 63 x 97	51 x 156 x 183	48 x 23 x 52	1000	750 00	...	200 00	48 x 48 x 97	450 00
Hants	570 x 850	2	39.2 x 86.5x96 7	57 x 126 x 240	39.2x29.4 x 95.8	200	195 00	39.2 x 29 5 x 73	25 00	39.2x 48.7x95 2	125 00
Inverness	220 x 371	1	39 x 78 x 91	...	5 x 10 x 13	15	25 00	...	2 00	5 x 10 x 13	93 00
Kings	1315 x 169	4	43 x 79 x 29	...	43 x 29 x 46	785	580 00	...	...	43 x 60 x 87	225 00
Lunenburg	932 x 1286	2	38 x 80 x 96	45 x 114 x 196	38 x 35 x 67	50	50 00	25 x 4 x 34	50 00	38 x 42 x 67	100 00
Pictou	850 x 1240	4	42 x 83 x 97	48 x 97 x 210	42 x 30 x 77	1250	2100 00	42 x 81 x 122	1200 00	42 x 81 x 106	330 00
Queens	304 x 960	1	38 x 78 x 83	...	38 x 40 x 60	159	100 00	38 x 40 x 60	...	38 x 40 x 60	50 00
Richmond	200 x 800	1	35 x 70 x 77	...	3 x 2.5x 22	5	16 00	...	...	35 x 20 x 28	50 00
Shelburne	732 x 732	1	46 x 110 x 120	...	...	...	...	14 x 30 x 10	90 00	28 x 50 x 19	60 00
Victoria	400 x 1100	1	33 x 70 x 80	...	3 x 2 x 15	10	50 00	8 x 2 x 35	100 00	9 x 16 x 2	50 00
Yarmouth	750 x 900	3	36 x 63 x 96	...	40 x 55 x 55	420	300 00	33 x 19 x 57	30 00	34 x 56 x 56	250 00
Total 1901	...	53	...	...	...	9418	12961 00	...	$2472 00	...	$4043 00
" 1900	...	56	...	...	...	9208	12756 00	...	2240 00	...	4150 00
Increase	...	...	...	...	...	210	$ 205 00	...	$ 232 00	...	...
Decrease	...	3	...	...	...	...	...	...	...	...	$ 107 00

TABLE XIX.—COUNTY ACADEMIES—*Continued.*

Academies.	Laboratory (Physical). Dimensions of room, (if any), or of cabinet, cases or shelving (if no special room).	Laboratory (Physical). Estimated value of Apparatus kept here.	Gymnasium or Play Room. Dimensions of room (if any).	Gymnasium or Play Room. Estimated Value of Apparatus.	General. No. of Wall Maps, Charts, and Globes.	General. No. of reference books, &c., for teachers' desks.	General. Estimated Value of the same.	Total Value. Estimated Value of all collections, apparatus, &c., (not including furniture, as seats, desks, &c.) used for teaching purposes.
	Decimeters.		Decimeters.					
Annapolis	40 x 80 x 100	$150 0			44	10	$ 5 00	$ 500 00
Antigonish					40			1100 00
Cape Breton					45	16	100 00	800 00
Clare	36.5 x 23 5 x 46	400 00	37 x 105 x 222		4	27	35 00	465 00
Colchester		300 00			20	12	200 00	1700 00
Cumberland					15	25	170 00	850 00
Digby					25	20	50 00	300 00
Guysboro					5	5	50 00	145 00
Halifax		150 00	41 x 81 x 93		42	20	280 00	1900 00
Hants	39.2 x 29.5 x 73				12	12	30 00	200 00
Inverness					5	5	34 00	150 00
Kings					19	35	35 00	260 00
Lunenburg		300 00			25	18	100 00	600 00
Pictou	42 x 81 x 86	750 00			50	6	100 00	4480 00
Queens	38 x 40 x 60	250 00			30	12	100 00	490 00
Richmond	32 x 29 x 30	90 00			61	4	74 00	230 00
Shelburne	10 x 10 x 20	215 00			25	6	110 00	475 00
Victoria	20 x 8 x 8	75 00			22	5	30 00	305 00
Yarmouth	34 x 46 x 74	50 00	70 x 110 x 120	500 00	22	15	50 00	1180 00
Total 1901		$2730 00		500 00	511	253	$1553 00	$16130 00
" 1900		3445 00		550 00	486	228	1722 00	15710 00
Increase					25	25		$420 00
Decrease		$715 00		$50 00			$169 00	

TABLE XXI.—MANUAL TRAINING SCHOOLS—(*a*) *Mechanic and* (*b*) *Domestic Science.—Continued.*

County.	Section.	Teacher.	No. for whom benches or working accommodations are provided at one session. 16	Estimated value of the equipment of the School (benches, tools, apparatus, etc.) 17	Estimated Annual Expenditure for: Salaries of Teachers. 18	Rent, fuel and janitor's attendance. 19	Repairs to room or building. 20	Additions to the equipment. 21	Material used by pupils in their work. 22	Estimated Annual receipts: From Provincial Grant. 23	From School Funds of the Section. 24	From Donations, etc. 25	Total Estimated Annual Expenditure for this department. 26
a) Mechanic Science													
Colchester	Truro	T. B. Kidner / F. G. Matthews	34	$1000 00	$2050 00	$150 00	$250 00	.....	$200 00	$ 600 00	$ 400 00	$3250 00	$3600 00
Halifax	Halifax	Nelson H. Gardner	18	450 00	880 00	156 00	19 00	38 00	48 00	600 00	541 00	.....	1141 00
Kings	Wolfville	Leslie R. Fairn	25	900 00	150 00	100 00	.....	80 00	50 00	203 25	.....	.....	380 00
Total in Mechanic Science	.....	.....	77	$2350 00	$3080 00	$406 00	$269 00	$118 00	$298 00	$1403 25	$941 00	$3250 00	$5120 00
(b) Domestic Science													
Colchester	Truro	Marion D. Patterson / Sarah A. Chase	40	$300 00	$800 00	$150 00	$200 00	.....	$250 00	$600 00	$1014 00	$86 00	$1700 00
Halifax	Halifax	Helen N. Bell / Bessie B. Connor	20	150 00	600 00	192 00	40 00	8 00	130 67	600 00	301 48	69 19	970 67
Total in Domestic Science	.....	.....	60	$450 00	$1400 00	$242 00	$240 00	$8 00	$280 67	$1200 00	$1315 48	$155 19	$2670 67
		Total in Manual Training	137	$2800 00	$4480 00	$648 00	$509 00	$126 00	$578 67	$2603 25	$2256 48	$3405 19	$7791 67

TABLE XXII.—STATISTICAL INFORMATION FROM INSTITUTIONS NOT RECEIVING GOVERNMENT GRANTS.

A.—Educational Institutions having Degree Conferring Powers.

Statistics for the School Year ended Summer of 1901.

Name of Institution.	Place.	Name of President.	Staff.		Students in Arts.											Total in Arts.	Science.					Medicine.			Law.			Theology.			Grand Total Students	Institution Founded.	Total Graduates to Date.	Degrees Conferred in 1901.													
					Undergraduates.							General.																																			
			Professors.	Lecturers.	1st Year.	2nd Year.	3rd Year.	4th Year.	Males.	Females.	Total.	Males.	Females.	Total.		Undergraduates	General.	Males.	Females.	Total.	Males.	Females.	Total.	Regular.	Partial.	Total.	Regular.	Partial.	Total.				B. A.	B. L.	M. A.	B. Sc.	B. Eng.	M. Eng.	LL. B.	B. C. L.	D. C. L.	Ph. D.	M. D., C. M.	B. D.	D. D.	Total.
King's College	Windsor	Rev. C. E. Willets, M.A., D.C.L	6	4	7	7	3	3	18	2	20	1	1	2	22	..	2	1	1	2	..	..	..	..	..	..	15	..	15	24	1790	523	4	..	5	..	..	..	..	4	..	..	..	1	4	18
Presbyt'rian College	Halifax	Rev. A. Pollock, D D.	4	1	4	4	15	1	24	..	24	..	..	..	.	..	..	..	..	..	..	..	..	..	..	..	21	3	24	24	1820	359	..	..	..	..	..	..	..	..	..	..	..	1	1	2
Acadia College	Wolfville	Rev. T. Trotter, D. D.	11	1	25	48	28	33	112	22	134	..	8	8	142	..	..	..	..	..	..	..	..	..	..	..	..	..	..	142	1838	623	32	..	6	..	..	..	..	..	1	1	..	..	2	42
Dalhousie College	Halifax	Rev. John Forrest, D. D	10	22	60	50	40	35	130	55	185	..	..	..	185	18	2	18	2	20	82	11	93	32	10	42	..	..	..	340	1821	1032	27	..	8	4	..	..	12	.	5 2	..	18	..	..	66
St. Francis Xavier's Col	Antig'nish	Rev. A. Thompson, D. D	12	4	45	37	18	14	79	35	114	..	..	..	114	6	..	6	..	6	..	..	..	..	5	5	..	1	1	122	1853	82	11	..	..	..	..	..	..	..	..	..	..	..	..	11
St. Anne's College	Church Point	Rev. P. M. Dagnaud	14	..	14	5	8	7	34	..	34	..	..	..	34	..	..	..	..	..	..	..	..	..	..	..	..	..	..	34	1890	6	1	..	..	..	..	..	..	..	..	..	..	..	..	1
		Total 1901	57	32	155	151	112	93	397	114	511	1	9	10	497	24	4	25	3	28	82	11	93	32	15	47	36	4	40	686	....	2625	75	..	19	4	..	..	12	4	3	1	13	2	7	140
		" 1900	55	31	143	106	86	82	341	76	417	32	16	48	465	23	3	23	3	26	81	7	88	35	16	51	56	2	58	678	....	2657	73	1	15	6	1	..	10	1	..	..	10	2	2	121
		Increase	2	1	12	45	26	11	56	38	94	..	..	..	32	1	1	2	..	2	1	4	5	..	..	..	..	2	..	8	....	....	2	..	4	..	..	..	2	3	3	1	3	..	5	19
		Decrease	....	....	..	..	..	..	..	..	..	31	7	38	..	..	..	..	..	..	..	..	..	3	1	4	20	..	18	....	....	62	..	1	..	2	1	..	..	..	..	..	..	..	..	..

a. In Engineering. *b.* These received the degree of LL. D.

TABLE XXII.—*Continued.*—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE-CONFERRING POWERS.

Statistics for School Year ended Summer of 1901.

County.	Name of Institution.	Place.	Name of Principal.	No. of Teachers.	No. of Pupils corresponding in general attainments to each of the Public School Grades of Nova Scotia as given below.																	
					Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Males.	Females.	Total.	Average Daily Attendance.
Halifax	The Misses Forbes' School	Halifax	Mary F. Forbes	2	....	6	....	3	3	1	5	1	...	3	....	....	....	6	16	22	16
"	Maritime Business College	"	Kaulback & Schurman	8	....	....	....	....	....	....	....	....	....	....	....	....	....	185	118	303	100
"	Halifax Ladies College	"	Ethelwyn R. Pitcher	11	....	...	....	....	6	8	10	18	18	25	15	*10	....	...	140	140	135
"	Conservatory of Music	"	Rev. Robt Laing	16	....	....	....	....	....	....	....	....	....	....	....	....	....	52	378	430	.....
"	Mt. St. Vincent Academy	Rockingham	Mother M. Berchman	16	....	....	....	....	....	4	8	14	21	20	24	21	8	...	120	120	118
"	Harrow House School	Halifax	G. M. Acklom, M. A.	4	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	27	26
Hants	Collegiate School	Windsor	F. T. Handsombody	5	....	....	....	....	....	....	....	....	....	....	....	....	....	43	....	43	43
"	Church School for Girls	"	B. L. Lefroy	11	....	....	....	...	7	8	14	16	5	12	....	9	3	....	74	74	70
Kings	Horton Collegiate Academy	Wolfville	H. L. Brittain	9	....	....	....	....	....	....	....	....	....	11	26	15	1	52	1	53	50
"	Acadia Seminary	"	J. H. McDonald	14	....	....	....	....	....	....	....	....	....	....	....	....	....	....	118	118	110
"	Acacia Villa School	Hortonville	A. McN. Patterson, A.M.	5	....	....	....	....	....	3	....	....	....	10	20	14	....	43	4	47	47
Pictou	Stella Maris Convent	Pictou	Sr. St Romua	4	..	11	15	7	8	12	10	10	9	10	4	1	....	....	97	97	50
"	St John Baptist Academy	New Glasgow	Sr. St Winnifride	3	....	23	15	21	2	19	11	....	6	6	1	....	....	45	79	124	85
"	Our Lady of Lourdes School	Lourdes	Sr. M. Philippa	3	....	26	17	17	29	9	3	9	8	4	....	..	....	54	68	122	95
			Total 1901	111	....	66	47	48	75	64	61	68	67	101	90	70	12	480	1213	1720	945

*There are about 30 in this school that cannot be classified.

TABLE XXIII—EXPENDITURE OF GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c.

For the Fiscal Year ended September 30th, 1901.

Counties.	Population.	Common Schools. No. of Schools in session.	No. of Pupils registered.	Sum of Government Grants.	Cost to Government per pupil.	County Academies.	Total assignable to Counties.
Annapolis	18,842	120	4,429	$ 10,254 20	$2 31	$ 294 64	$ 10,548 84
Antigonish	13,617	88	3,037	6,499 38	2 14	883 90	7,383 28
Cape Breton	48,361	162	8,125	*12,195 01	1 50	589 27	12,784 28
Colchester	24,899	158	6,043	12 853 58	2 12	1,080 36	13,933 94
Cumberland	36,169	208	8,755	16,994 54	1 94	589 27	17,583 81
Digby	20,322	169	4,830	8,306 11	1 71	571 55	8,877 66
Guysboro	18,320	93	3,791	†6,686 89	1 76	294 64	6,981 53
Halifax City	40,787	147	7,782	14,545 27	1 86	1,080 36	15,625 63
Halifax Co.	33,830	158	7,335	12,018 49	1 63	.....	12,018 49
Hants	20,056	126	4,738	10,469 54	2 21	294 64	10,764 18
Inverness	24,746	131	4,790	8,955 16	1 87	294 64	9,249 80
Kings	21,937	129	4,949	11,055 67	2 23	589 27	11,644 94
Lunenburg	3[illegible],389	182	7,476	13,089 44	1 75	589 27	13,678 71
Pictou	33,459	175	6,595	14,249 81	2 16	1,080 36	15,330 17
Queens	10,138	60	2,074	4,488 35	2 16	294 64	4,782 99
Richmond	13,515	75	3,014	5,386 77	1 78	294 64	5,681 41
Shelburne	14,290	85	3,257	7,019 40	2 15	294 64	7,314 04
Victoria	10,571	60	2,054	‡4,172 74	2 03	294 64	4,467 38
Yarmouth	22,868	121	5,246	10,654 88	2 03	589 27	11,244 15
Total 1901	459,116	2387	98,410	$189,895 23	$1 92	$10,000 00	$199,895 23
" 1900	450,396	2417	100,129	182,499 88	1 82	16,720 00	199,219 88
Increase	8,720	....	.....	$7,395 35	$ 10	.....	$675 35
Decrease	.....	30	1,719	.....	.....	$6,720 00	.....

*Less $9.30 refunded. † Less $13.70 refunded. ‡ Less $51.98 refunded. Total refund Common Schools $74.98.

Other Services and Total Government Expenditure for Education.	
Inspectors' Salaries	$ 13,900 00
" Stationery, Postage, &c	525 00
Examination (net)	3,726 85
Travelling Expenses—Normal School Students	2,742 10
Salaries—(Education Office)	3,400 00
Travelling Expenses—Superintendent	400 00
Office Expenses—Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, &c	1,137 60
Total	$ 25,831 55
Last Column (Less $74 98, Common Schools Refund)	199,820 25
Total Public Schools, 1901	$225,651 80
Institution for Deaf and Dumb	7,050 00
Halifax School for the Blind	5,137 50
Normal School	11,895 89
School of Agriculture	1,750 00
Government Night Schools	339 66
Mechanic and Domestic Science	2,603 25
Summer School of Science	200 00
Dominion Educational Association	150 00
Total Government Expenditure 1901	$254,778 10
" " " 1900	248,309 63
Increase	$6,468 47

TABLE XXIV.—PROVINCIAL HIGH SCHOOL EXAMINATIONS, JULY, 1901.

STATION.	Male Candidates.	Female Candidates.	Total Candidates.	Male XII.					Female XII.					Male XII. (Partial Course).			Female XII (Partial Course).			Male XI.					Female XI.						Male X.			
				Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XI.	Received Grade XI	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.
Amherst	38	53	91	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	.	11	7	2	....	2	18	13	3	1	1	15	13	....	2
Annapolis	24	46	70	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	5	4	1	....	..	5	2	2	1	..	3	1	2	....
Antigonish	34	68	102	5	2	2	1	..	1	....	1	....	..	4	2	2	4	1	3	5	1	3	1	..	18	9	4	1	4	8	3	2	3
Arichat	9	11	20	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	3	1	....	2	..	....	....	....	....	..	3	3	....	....
Baddeck	32	44	76	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	9	6	2	....	1	9	4	3	....	2	12	10	1	1
Barrington	6	40	46	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	3	1	....	2	..	12	5	1	1	5	....	....	....	....
Berwick	11	69	80	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	2	....	....	1	1	13	7	4	1	1	4	....	3	1
Bridgetown	23	48	71	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	6	2	1	1	2	15	7	....	....	8	7	5	2	....
Bridgewater	15	56	71	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	3	1	1	....	1	8	6	....	1	1	1	....	....	1
Canso	1	10	11	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	....	....	....	....	..	1	1	....	....	..	1	1	....	....
Cheticamp	5	5	10	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	1	1	....	....	..	....	....	....	....	..	3	1	....	2
Church Point	19	12	31	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	8	6	1	....	1	1	....	1	....	..	7	6	1	....
Digby	20	38	58	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	4	3	1	....	..	8	5	1	1	1	7	2	2	3
Glace Bay	8	29	37	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	....	....	....	....	..	1	1	....	....	..	5	1	....	4
Great Village	17	52	69	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	3	2	....	....	1	11	6	1	....	4	4	1	3	....
Guysboro	7	21	28	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	2	1	....	....	1	4	1	3	....	..	2	1	....	1
Halifax	132	257	389	2	2	....	....	..	1	1	....	....	..	4	1	3	13	5	8	24	13	6	1	4	64	48	4	1	11	34	27	3	4
Kentville	26	53	79	3	1	....	1	1	....	....	....	....	..	5	1	4	7	1	6	4	1	....	....	3	21	12	1	1	7	7	3	2	2
Liverpool	20	58	78	1	1	....	....	..	....	....	....	....	..	....	....	..	....	....	..	3	3	....	....	..	12	8	2	1	1	7	3	2	2
Lockeport	20	26	46	1	....	1	....	..	....	....	....	....	..	....	....	..	....	....	..	5	2	2	....	1	3	2	....	1	..	4	2	1	1
Lunenburg	28	4	132	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	4	....	2	2	..	15	10	2	2	1	10	7	1	2
Mabou	16	28	44	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	6	3	2	1	..	4	2	1	....	1	5	....	2	3
Maitland	10	40	50	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	4	2	....	1	1	6	4	1	1	..	4	1	2	1
Margaree Forks	11	26	37	....	....	....	....	..	....	....	....	....	..	....	....	..	....	....	..	2	....	....	....	2	6	....	6	....	..	4	....	2	2

Middle Musquodobolt	11	47	58																																							
Middleton	31	73	104																																							
New Glasgow	57	106	163																																							
North Sydney	16	44	60																																							
Oxford	22	72	94																																							
Parrsboro	20	57	77																																							
Pictou	72	87	159	18	14	2	1	1	12	9	2	1		6	3	3	3	1	2	10	12	5	3	21	8	5	1	7	11	4	5	2
Port Hawkesbury	16	17	33																	3		2	1						4		1	3
Port Hood	9	17	26																	4	2	1	1	4	1	2		1	2	1	1	
River John	13	41	54																	5	2		1	2	9	5	3	1	2		1	1
Sheet Harbor	13	25	38																	3	2	1			2	1	1		3	1	2	
Shelburne	10	31	41																	1	1				7	3		1	3	4	2	1	1
Sherbrooke	8	26	34																	2	1	1			3	1	1	1		1			1
Springhill	13	19	32																	3	3				2	2				2	2		
Stellarton	11	19	30																						7	4	1		2	3	3		
St Peter's	21	27	48																	5	5									7		3	4
Sydney	23	29	52											2		2				4	2		1	1	3	1	1		1	12	2	4	6
Tatamagouche	12	36	48																	5	3	1		1	3	1	1		1	5		2	3
Truro	77	166	243	4	4				4	4				5	2	3				8	5	2		1	36	25	9		2	21	12	7	2
Upper Stewiacke	8	20	28																	2	1	1			3	1	1		1	1			1
Westport	12	21	33																	3	3				1	1				3	3		
Windsor	23	63	86																	7	4	1	1	1	11	5	2	2	2	5	3	2	
Wolfville	30	43	73																	5	4			1	13	11	2			9	2	4	3
Yarmouth	33	97	130											1		1				7	7				11	5	3	1	2	9	4	3	2
Total 1901	1093	2377	3470	34	24	5	3	2	18	14	3	1		27	9	18	27	8	19	240	132	48	18	42	455	254	88	31	82	319	150	85	84
" 1900	1090	2369	3459	31	17	7	4	2	18	13	2	1	1	23	7	17	17	5	13	229	170	40	10	9	401	297	64	17	23	340	197	67	76
Increase	3	8	11	3	7					1	1			4	2	1	10	3	6	11		8	8	33	54		24	14	59			18	8
Decrease						2	1						1								38					43				21	47		

TABLE XXIV—PROVINCIAL HIGH SCHOOL EXAMINATION, JULY 1901—*Continued.*

Station.	Female X.				Male IX.			Female IX.																											
	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Total received Grade XII.	Total failed Grade XII.	Total received Grade XII "Partial."	Total failed Grade XII "Partial."	Received Grade XI on Grade XII examination.	Received Grade XI on Grade XI examination.	Total received Grade XI.	Total failed Grade XI.	Received Grade X on Grade XII examination.	Received Grade X on Grade XII examination.	Received Grade X on Grade X examination.	Total received Grade X.	Total failed Grade X.	Received Grade IX on Grade XI examination.	Received Grade IX on Grade X examination.	Received Grade IX on Grade IX examination.	Total Received Grade IX.	Total failed Grade IX.	Total received certificates.	No. received Grade applied for.	No. received one Grade lower than applied for.	No. received second Grade lower than applied for.	Total number failed.
Amherst	17	13	1	3	12	5	7	18	13	5	..	..	..	..	..	20	20	3	..	5	26	31	5	1	1	18	20	12	71	64	6	1	20
Annapolis	13	5	7	1	16	4	12	28	8	20	..	..	..	..	..	6	6	..	..	3	6	9	1	1	9	12	22	32	37	24	12	1	33
Antigonish	14	4	7	3	12	4	8	31	8	23	2	..	3	5	3	10	13	4	1	7	7	15	6	2	9	12	23	31	56	34	19	3	46
Arichat	2	2	..	..	3	..	3	9	2	7	..	..	..	..	..	1	1	..	..	..	5	5	..	2	..	2	4	10	10	8	..	2	10
Baddeck	14	6	2	6	11	2	9	21	3	18	..	..	..	..	..	10	10	3	..	5	16	21	7	..	3	5	8	27	39	31	8	..	37
Barrington	10	4	2	4	3	..	3	18	7	11	..	..	..	..	..	6	6	5	..	1	4	5	4	3	2	7	12	14	23	17	3	3	23
Berwick	24	12	7	5	5	1	4	32	6	26	..	..	..	..	..	7	7	2	..	4	12	16	6	2	10	7	19	30	42	26	14	2	38
Bridgetown	13	9	3	1	10	..	10	20	2	18	..	..	..	..	..	9	9	10	..	1	14	15	1	1	5	2	8	28	32	25	6	1	39
Bridgewater	18	9	5	4	11	4	7	30	10	20	..	..	..	..	..	7	7	2	..	1	9	10	5	1	5	14	20	27	37	30	6	1	34
Canso	5	2	2	1	..	..	..	4	3	1	..	..	..	..	..	1	1	..	..	..	3	3	1	..	2	3	5	1	9	7	2	..	2
Chéticamp	3	..	1	2	1	1	..	2	1	1	..	..	..	..	..	1	1	..	..	..	1	1	4	..	1	2	3	1	5	4	1	..	5
Church Point	5	3	1	1	4	3	1	6	4	2	..	..	..	..	..	6	6	1	..	2	9	11	1	..	2	7	9	3	26	22	4	..	5
Digby	14	5	5	4	9	5	4	16	9	7	..	..	..	..	..	8	8	1	..	2	7	9	7	1	7	14	22	11	39	29	9	1	19
Glace Bay	10	1	2	7	3	..	3	18	4	14	..	..	..	..	..	1	1	..	..	..	2	2	11	..	2	4	6	17	9	7	2	..	28
Great Village	17	8	6	3	10	4	6	24	10	14	..	..	..	..	..	8	8	5	..	1	9	10	3	..	9	14	28	20	41	31	10	..	28
Guysboro	6	4	1	1	3	1	2	11	7	4	..	..	..	..	..	2	2	1	..	3	5	8	2	..	1	8	9	6	19	15	4	..	9
Halifax	81	59	10	12	68	43	25	98	56	42	3	..	6	11	..	61	61	15	..	10	86	96	16	2	13	99	114	67	280	255	23	2	109
Kentville	13	3	5	5	7	..	7	12	1	11	1	1	2	10	..	13	13	10	1	1	6	8	7	1	7	1	9	18	33	23	8	2	46
Liverpool	17	11	4	2	9	7	2	29	17	12	1	..	..	..	..	11	11	1	..	2	14	16	4	1	6	24	31	14	59	50	8	1	19
Lockeport	12	6	4	2	10	4	6	11	7	4	..	..	..	..	1	4	5	1	..	2	8	10	3	1	5	11	17	10	32	23	8	1	14
Lunenburg	41	19	12	10	14	7	7	48	17	31	..	..	..	..	..	10	10	1	..	4	26	30	12	4	13	24	41	38	81	60	17	4	51
Mabou	9	1	5	3	5	..	5	15	4	11	..	..	..	..	..	5	5	1	..	3	1	4	6	1	7	4	12	16	21	10	10	1	22

Maitland	18	3	6	9	2	....	2	16	2	14	....	....	....	....	6	6	1	....	1	4	5	10	2	8	2	12	16	23	12	9	2	27
Margaree Forks	8	7	1	....	5	1	4	12	2	10	....	....	....	....	....	....	2	....	6	7	13	2	....	3	3	6	14	19	10	9	....	18
Mid. Musquodobolt	21	7	9	5	9	1	8	23	5	18	....	....	....	....	3	3	....	....	1	7	8	5	....	10	6	16	26	27	16	11	....	31
Middleton	25	13	9	3	6	2	4	29	8	21	....	....	....	....	13	13	3	....	7	16	23	11	4	15	10	29	25	65	39	22	4	39
New Glasgow	29	7	10	12	28	5	23	57	9	48	....	....	....	....	7	7	12	....	10	12	22	16	6	15	14	35	71	64	33	25	6	99
North Sydney	13	4	8	1	5	2	3	26	9	17	....	....	....	....	2	2	2	....	4	7	11	4	1	9	11	21	20	34	20	13	1	26
Oxford	29	16	6	7	7	....	7	37	15	22	....	....	....	....	8	8	1	....	1	21	22	10	1	8	15	24	29	54	44	9	1	40
Parrsboro	20	6	9	5	8	2	6	26	10	16	....	....	....	....	8	8	3	....	2	10	12	7	1	12	12	25	22	45	30	14	1	32
Pictou	20	5	11	4	17	6	11	31	8	23	23	1	4	5	4	20	24	10	2	10	9	21	6	1	16	14	31	34	103	70	30	3	56
Port Hawkesbury	3	2	....	1	9	4	5	14	2	12	....	....	....	....	....	....	1	....	2	2	4	4	....	1	6	7	17	11	8	3	....	22
Port Hood	9	3	4	2	3	2	1	4	....	4	....	....	....	....	3	3	2	....	3	4	7	2	....	5	2	7	5	17	9	8	....	9
River John	17	4	6	7	6	....	6	15	1	14	....	....	....	....	7	7	2	....	3	4	7	8	2	7	1	10	20	24	12	10	2	30
Sheet Harbor	13	7	5	1	7	5	2	10	3	7	....	....	....	....	3	3	....	....	2	8	10	1	....	7	8	15	9	28	19	9	....	10
Shelburne	10	6	2	2	5	4	1	14	5	9	....	....	....	....	4	4	3	....	....	8	8	3	1	3	9	13	10	25	21	3	1	16
Sherbrooke	8	6	1	1	5	1	4	15	2	13	....	....	....	....	2	2	....	....	2	6	8	2	1	1	3	5	17	15	11	3	1	19
Springhill	9	3	4	2	8	7	1	8	3	5	....	....	....	....	5	5	....	....	....	5	5	2	....	4	10	14	6	24	20	4	....	8
Stellarton	5	....	2	3	8	5	3	7	2	5	....	....	....	....	4	4	2	....	1	3	4	3	....	2	7	9	8	17	14	3	....	13
St. Peter's	6	1	4	1	9	2	7	21	3	18	....	....	....	....	5	5	....	....	....	1	1	5	....	7	5	12	25	18	11	7	....	30
Sydney	11	....	3	8	5	....	5	15	4	11	....	....	2	....	3	3	2	....	1	2	3	14	1	7	4	12	16	18	9	8	1	34
Tatamagouche	20	7	6	7	2	1	1	13	5	8	....	....	....	....	4	4	2	....	2	7	9	10	....	8	6	14	9	27	17	10	....	21
Truro	56	35	8	13	39	24	15	70	34	36	8	....	2	3	....	30	30	3	....	11	47	58	15	....	15	58	73	51	171	145	26	....	72
Upper Stewiacke	10	2	5	3	5	....	5	7	....	7	....	....	....	....	2	2	1	....	2	2	4	4	....	5	....	5	12	11	4	7	....	17
Westport	7	6	1	....	6	2	4	13	5	8	....	....	....	....	4	4	....	....	....	9	9	....	....	1	7	8	12	21	20	1	....	12
Windsor	24	14	8	2	11	3	8	28	11	17	....	....	....	....	9	9	3	....	3	17	20	2	3	10	14	27	25	56	40	13	3	30
Wolfville	13	7	4	2	16	6	10	17	10	7	....	....	....	....	15	15	1	....	2	9	11	5	....	8	16	24	17	50	40	10	....	23
Yarmouth	43	12	20	11	16	9	7	43	23	20	....	....	1	....	12	12	2	....	3	16	19	13	1	23	32	56	27	87	60	26	1	43
Total 1901	805	369	244	192	473	189	284	1072	380	692	38	2	17	37	8	386	394	124	4	136	519	629	276	49	329	569	947	976	2055	1529	473	53	1415
" 1900	877	437	248	192	466	251	215	1057	504	553	30	3	12	30	9	467	476	82	5	104	634	743	268	27	315	755	1097	768	2358	1898	428	32	1110
Increase	....	....	....	....	7	....	69	15	....	139	8	....	5	7	....	....	....	92	....	32	....	....	8	22	14	....	....	208	....	....	45	21	314
Decrease	72	68	4	....	....	62	....	....	124	....	....	1	....	....	1	81	82	....	1	....	115	84	....	....	....	186	150	....	303	369	....	....	....

TABLE XXV.

CONSPECTUS OF M. P. Q. EXAMINATION RESULTS BY STATIONS.

STATION.	1900.					1901.				
		Rank of Candidates.					Rank of Candidates.			
	Total.	First.	Second.	Third.	Failed.	Total	First.	Second.	Third.	Failed.
Amherst	16	....	10	6	....	17	4	10	3	....
Annapolis	7	1	2	4	....	10	1	7	2	....
Antigonish	23	3	11	8	1	28	5	10	11	2
Arichat	3	....	....	3	....	1	....	....	1	....
Baddeck	14	....	8	6	....	18	2	7	6	3
Barrington	19	2	11	6	....	8	....	8	....	....
Berwick	7	....	5	2	....	7	....	7	....	....
Bridgetown	10	1	7	2	....	23	6	16	1	....
Bridgewater	11	....	4	7	....	13	2	10	1	....
Canso	2	....	1	1	....	4	1	3	....	....
Cheticamp	4	....	....	2	2	3	1	....	2	....
Church Point	10	....	1	8	1	5	....	5	....	....
Digby	5	....	4	1	....	12	2	7	3	....
Glace Bay	....	....	....	....	....	11	....	6	4	1
Great Village	....	....	....	....	....	8	4	4	....	....
Guysboro	6	....	3	3	....	5	2	3	....	....
Halifax	60	10	36	14	....	38	17	19	2	....
Kentville	16	3	12	1	....	8	3	5	....	....
Liverpool	14	....	12	2	....	20	3	13	4	....
Lockeport	5	....	1	4	....	7	1	4	2	....
Lunenburg	27	....	13	14	....	21	2	16	3	....
Mabou	9	....	1	5	3	10	1	8	....	1
Maitland	6	2	3	1	....	2	1	1	....	....
Margaree Forks	9	....	1	4	4	15	2	8	4	1
Middle Musquodoboit	16	....	4	9	3	8	1	2	5	....
Middleton	13	3	6	4	....	9	....	8	1	....
New Glasgow	19	....	9	10	....	21	4	13	4	....
North Sydney	6	1	3	2	....	3	1	2	....	....
Oxford	17	4	9	4	....	20	5	14	1	....
Parrsboro	18	1	9	6	2	15	2	10	3	....
Pictou	33	5	18	9	1	23	12	11	....	....
Port Hawkesbury	11	....	3	7	1	6	1	5	....	....
Port Hood	8	....	2	6	....	3	1	2	....	....
River John	11	1	5	5	....	14	5	8	....	1
Sheet Harbor	6	....	2	3	1	12	1	8	1	2
Shelburne	8	....	4	4	....	9	3	6	....	....
Sherbrooke	2	1	1	....	....	5	2	3	....	....
Springhill	2	....	1	1	....	1	1	....	....	....
Stellarton	3	....	1	2	....	1	....	....	1	....
St. Peters	16	....	3	11	2	10	1	7	2	....
Sydney	14	2	3	7	2	13	1	4	6	2
Tatamagouche	20	1	12	7	....	12	1	10	1	....
Truro	47	12	25	9	1	27	9	17	1	....
Upper Stewiacke	4	....	1	2	1	10	1	7	2	....
Westport	....	....	....	....	....	4	2	1	1	....
Windsor	16	5	6	5	....	11	5	5	1	....
Wolfville	4	....	1	3	....	5	1	3	1	....
Yarmouth	11	2	7	2	....	8	3	5	....	....
Total	588	60	281	222	25	544	123	328	80	13

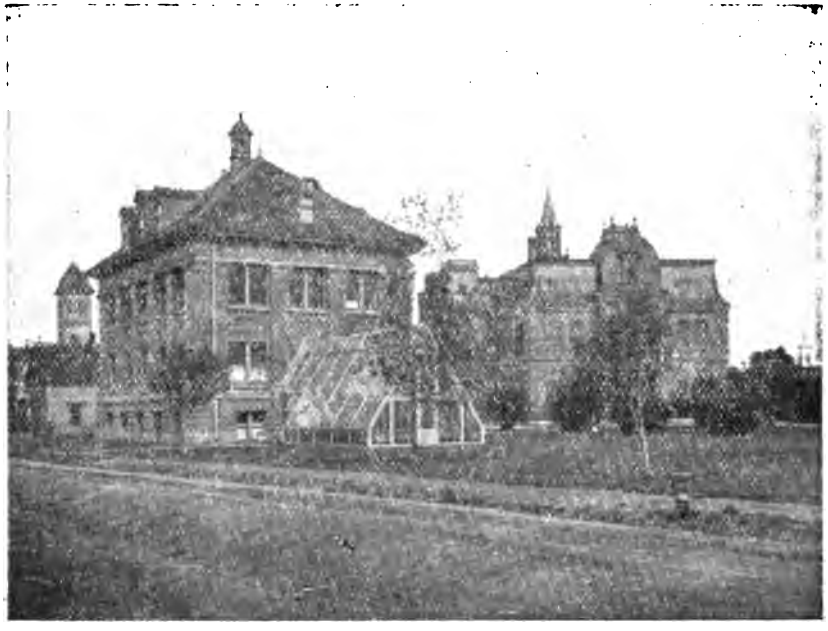
TABLE XXVI.

Summary of Government Grants for Education for the Fiscal year ended Sept. 30th, 1901.

Provincial Aid to Teachers	$189,820 25
Normal School	11,895 89
Institution for Deaf and Dumb	7,050 00
School for the Blind	5,137 50
County Academy Grants	10,000 00
Inspection	14,425 00
Expenses (Office)	1,137 60
Salaries (Office)	3,400 00
Travelling Expenses, Superintendent	400 00
Examination (Gross)	5,759 93
School of Agriculture	1,750 00
Travelling Expenses, Normal School Students	2,742 10
Government Night School	339 66
Mechanic and Domestic Science	2,603 25
Summer School of Science	200 00
Dominion Educational Association	150 00
	$256,811 18
Less Examination Fees	2,033 08
	254,778 10

PART III.

APPENDICES.



PROVINCIAL
School of Agriculture (Science) Building,
and
Normal School (Main) Building,
Truro, 1901.

APPENDIX A.

PROVINCIAL NORMAL SCHOOL
AND AFFILIATED INSTITUTIONS.

PRINCIPAL'S REPORT, SESSION 1900-1901.

A. H. MacKay, Esq., Ll. d., F.R.S.C., Etc.,

Superintendent of Education.

Sir,—I have the honor to submit the following report upon the Provincial Normal School for the year ended July 31st, 1901:—

School opened on October 17th, with an unusually large enrolment of pupils, the membership of the "B" class being one hundred and fourteen, that of the "A" class nine, of the "D" class thirty-nine. In February, after the withdrawal of the "D" students, a class of seventy-three candidates for second rank diplomas, presented itself; and in March the "B" division was augmented by five pupils who had during former sessions secured the diploma of second rank. Thus, the total attendance for the year was two hundred and forty, an excess of seventeen over that of any former year, and this notwithstanding that no pupil was admitted to any class without either the corresponding high-school certificate or a college graduation certificate. It is probable that the abnormally large enrolment of candidates for first-rank diploma is to be accounted for by a widely circulated rumor to the effect that in the ensuing year the term of attendance was to be lengthened.

The personel of the school comprised, in addition to the Principal, two other new members, Mr. E. W. Connolly, B. A., of St Francis Xavier College, and Mr. J. Alphonse Benoit, B. A., of Dalhousie College, and late head-master of Clare Academy, these gentlemen discharging the duties of Mr. A. G. Macdonald, who had resigned to accept an Inspectorate of Schools, and of Dr. Hall who was in Scotland on leave. To Mr. Connolly were assigned hygiene, geography, and commercial branches; to Mr. Benoit, mathematics and physics.

For convenience of instruction and for the accommodation of the large attendance to the limited capacity of the school rooms,

classes "D" and "C" fell into two, and class "B" into three sections; while for laboratory work in chemistry and domestic science further subdivision was necessary, a state of things which entailed considerable effort on the part of the Faculty in its endeavour to keep the whole school equally employed. Some relief was afforded by the Macdonald Manual Training School, which undertook the instruction of classes in mechanic science, and a further assistance by the Truro School of Domestic Science, to which were assigned the newly introduced subjects of its curriculum.

Early in the session, visiting and teaching-practice in the common-schools maintained by the School Board of Truro were begun, and this exercise was systematically carried on throughout the year under the direction of the Faculties of the Normal School and public schools. Of this form of teaching-practice I am able to report the most gratifying success. It received the fullest support from the public-school teachers, whose valuable cooperation in the instruction and preparation of pupil-teachers I would gratefully acknowledge, and upon whose continued support the success of our training-work must in no small measure depend. The visiting of the public schools for purposes of observation brings the pupil-teacher into full view of the processes of child-training carried on under normal conditions by accomplished teachers. It offers a point of view seldom in after life available to our students; for, once they have embarked in their professional career, leisure and opportunity to visit schools are privileges which their daily routine denies them. Even to an experienced teacher the value of such privileges would be considerable; to a novice it is inestimable. And when, in addition to being brought into frequent contact with schools in actual operation, the novice is afforded a measure of practice in the conduct of a school under normal conditions, his novitiate is of a character eminently calculated to fit him for his future work. It is after this method of confronting the pupil-teacher with natural and real rather than with artificial conditions, and upon the conviction that by practice alone can theory be justified, that the instruction of the past session has proceeded.

It is in place here to explain that, early in the school year, the Council of Public Instruction effected an arrangement with the School Board of Truro whereby the students of the Provincial Normal School are granted visiting and teaching privileges in each of the common schools of Truro for two hours per week, and that, under this arrangement teaching practice has since been conducted. Hours for visits and practice have been set apart after consultation with the principal of the Truro schools. The two hours per week granted for our purposes have been as far as practicable consecutive hours, and the public school teacher's programme is interfered with as little as possible; so that, viewed from the most adverse standpoint, the effect upon the public schools of the intercourse with the Normal School can hardly appear injurious. Indeed, much

can be said in favor of it. A teacher will hardly fail to find incentive for his best work in the presence of visitors who have come to learn his art. Should he be called on to render assistance to tyros or to give advice as to method, the effort required will go far toward clarifying his own methods and revealing to himself the strength and weakness of his own teaching. Even where a pupil-teacher fails in the conduct of a lesson, the very failure may prove instructive to his critics as well as to himself.

The plan of practice pursued in the Normal School has been briefly as follows. On an appointed day, a group of pupil-teachers is sent by one of the Normal School staff to visit and make the acquaintance of a certain department of the common schools with a view to conducting the classes therein at a corresponding hour one or more days later. On such occasions as pupil-teachers are present in the public school as visitors, the teacher of the department is at liberty to use the visitors as apprentices to render assistance in any part of the conduct of the school. The teacher keeps a record of the work and deportment of the pupil-teachers assigned to her, and gives information upon the grading, studies, programme of work, etc, suggests topics for the practice lessons, and, in many cases, lends advice as to their treatment. The visit concluded, the lesson topics are reported to the Normal School instructor, who directs the pupil-teachers in the further preparation of their lessons. On the day following, he is present in the public school while the practice lessons are being given, in order that he may be able afterward to review critically in the presence of candidates the manner of presentation of the various lessons. Under this plan, the public schools of Truro take the place of the former "Model School," the latter having been taken over by the School Board and incorporated into the uniform school system of the town.

As remarked above, a new subject was, this session, added to the Normal School curriculum—household science, the practical as well as the theoretical consideration of which was carried on in the kitchen and class rooms of the Truro School of Domestic Science. This school, established in the autumn of 1900 by the Truro School Board, under authority from the Council, for the training of the female pupils of the public schools in the theory and practice of housewifery, incorporated with this function two others, viz, the instruction of the female students of the Provincial Normal School and the training of candidates for special diplomas in household science, a subvention being granted by the government in consideration of its Normal School work. During the year, the school operated with success, its course for our students proving highly attractive as well as valuable. No commendation is needed for this new departure in education; for any school work which compels the practical application of abstract principles is a welcome innovation.

At the beginning of the year, a constitutional modification was made in the arrangements for mechanic science teaching. Truro had already been chosen as the location for one of the several manual training schools for Canada established by Sir Wm. Macdonald of Montreal, and the School Board of Truro, under whose direction and partly at whose expense the school was to be conducted, was willing in consideration of a special government grant to take over the task of mechanic science instruction for Normal School students, and to provide a course of study for candidates seeking to qualify themselves as teachers of mechanic science. The required subvention was allowed by the Council of Public Instruction, and the work was carried on as outlined above. Thus, our former instructor in mechanic science, Mr. Russell, was released from part of his former duties and enabled to devote his whole time to laboratory work and nature teaching, and the teaching personnel of the Normal School was thereby increased in number. During the session, the course in mechanic science, compulsory for male students, was left optional to female students of the senior classes, and was elected by some thirty of the latter. Optional courses in spoken and written French and German were given after the Christmas vacation. All other studies were obligatory.

Classes in the sciences subsidiary to agriculture were held in October, November, December, April, May, and June by Mr. Smith of the School of Agriculture. Local excursions for natural history study were conducted by Mr. Smith and Mr. Russell. The experimental farm was visited, and some of the more striking farm processes were inspected under the guidance of Mr. Fuller the manager and of Mr. Smith who is Professor of Agriculture.

The three departments above discussed, mechanic science, household science and agriculture, are the ones on which one might be tempted wholly to rely to give practical direction to school studies. It is, however, not impossible or even difficult to give equally practical bearing to many other subjects too commonly dealt with as abstractions. I would cite, for example, arithmetic, mathematical drawing, hygiene, physics, and the physiographic sciences; even, indeed, language and psychologic science, all of which admit of being studied in the concrete, and all of which, together with history and literature, should be set forth in their relation to human affairs and as aids to a fuller interpretation of our immediate surroundings and of the varied aspects of nature and human action. As might be expected, it is in the power of applying knowledge and in the ability to discover the purpose and bearing of school subjects that the greatest deficiencies are disclosed by our pupils. In the junior classes of our schools the candidate is sometimes too [illegible] and immature and his fund of general information and [illegible]ce too small to permit of even the main purpose of educa[illegible]ng sufficiently set forth to him. In other cases, he is so [illegible] in the tradition of memory-training as the one end of

school-work that his short sojourn at the Normal School can hardly remove his prejudice. With the great majority of cases however, a thoughtful and purposeful interpretation of the subjects of the curriculum finds eager acceptance; and the strongest justification of the support of a Normal School to-day lies in the necessity of breaking down the popular misconception of the process of education as the accumulating of masses of unrelated, purposeless and fruitless knowledge, and in the opportunity which a Normal School affords of reaching the people through the public school teachers who have imbibed its best influences.

In this connection I would draw attention to another marked deficiency too frequently noted in the young people who come to the Normal School. Broadly speaking, power of expression is one of the best evidences of an education. Speech, drawing, written composition, are among the media of expression: they are not the only ones. Manner, carriage, handwriting, construction and contrivance must be counted. It is to power of expression in this wider sense that I refer when I remark it as a too common deficiency in our pupils. To descend to detail: The study of grammar and English composition has been pursued for years by all of our pupils. A goodly percentage of these, nevertheless, continue to speak an ungrammatical, rude English, and to write an awkward, slovenly and inaccurate composition. Grammar study has in no obvious sense profited them, and the labour which they have expended through years on the artificial composition exercises printed in a text-book has been largely misdirected. Their teacher has, possibly, not been too careful in his own spoken English and has missed a thousand opportunities of impressing grammatical principles upon the unformed, living speech of his pupils. It has probably never occurred to him that composition is best taught orally, that his pupils' English is, first and last, a spoken language, and that young people will, in the main, write as they speak. Writing he possibly regards as a merely mechanical accomplishment that "any fool can learn," and he accordingly puts himself above insisting upon it that the exercises handed him in school be done neatly, legibly, and in good form. A mathematical exercise, so long as it be correct in method, he will accept, although the work be sprawled any and everywhere over the page. Drawing he will ignore as the accomplishment of effeminates. His pupils may walk and talk like boors and display manners to correspond, for aught he sees in it of concern to his scholastic duty. A piece of apparatus provided it be contrived to roughly suit its purpose, he will never think of perfecting. He will fail even to protect from defacement the furniture and walls of his school-room, unless he is whipped up to it by the trustees. Hence, it comes to pass that in the Normal School much effort must be expended in the correction of elementary notions that failed to be properly treated in the grades.

For dealing with defects of speech, manner, composition, etc., an effective measure has been found in the denial of the too prevalent,

heresy that a pupil-teacher's worth can be estimated by means of written examinations. Written tests, examinations, compositions, lesson-plans, etc., are, indeed, still required in the course of the term's work, but every candidate is given fully to understand that these are by no means the sole or even the most important records upon which to depend. A system of marking by percentages, while applicable to a student's work in the exact sciences, fails of successful application elsewhere. The personal element, which enters so largely into the work of an educator, is something that cannot be valued in percentages; and this element, together with the sum total of moral, physical, and mental equipment, are what the Normal School instructors must look to, with a care that no candidate over-deficient in any of these shall receive their commendation. The recognition of this basis of judgment is bound to put the candidate upon his best behaviour while in attendance at the Normal School, and in so doing to lay or to strengthen the foundation upon which his future success as a teacher will rest. To all of our instructors the strongest representations have been made as to the necessity of maintaining in the class-room a correct standard of speech and courteous conduct on the part of students as well as of teachers.

With regard to the religious element in Normal School training, while there are many who deplore the absence of specific instruction in the doctrines and practices of their particular sects, there is as yet no one to suggest a means by which this deficiency could be supplied after a fashion acceptable to all.

However, the reproach so often heard, that our schools are Godless, is one which for my own part I feelingly resent. The very constitution of our schools which provides for the moral training of children by Christian teachers, forbids the accusation. The absence of Bible-reading and exposition and of formal worship does not involve the ignoring of the actuating motives of Christianity; while the exemplification of these motives in the daily relations between teacher and pupils is in itself an ideal presentation of religious instruction; it is the fruition of religious training, its end and aim. It is the obvious duty of a normal school to set forth plainly to its students the limitations imposed upon doctrinal teaching by a public differing widely in its religious tenets, but at the same time to emphasize the necessity to a teacher of bringing to bear in his school religious conviction and high moral sense, and of seeking in these the springs of ideal human conduct.

The physical side of education has during the session been dealt with in the concrete in classes for calisthenics and military drill, as well as theoretically in the lectures and discussions on hygiene and physiology. It is hoped that teachers may come more and more to view this side of education as essential to a well rounded manhood. Military drill is advocated, not as ministering to vain notion of

military pomp and aggressiveness, but as part of the training of citizens upon whom the duty of defence may at any time fall. Moreover, drilling in squad is an attractive and healthful exercise, to say nothing of the moral qualtities of promptness, precision, and obedience begotten by it. And here I would refer to the so-called patriotic teaching of the public schools, a great part of which consists in misguided endeavour to feed our national vanity rather than in acquainting our youth with the duties of citizenship and in appealing to those instincts whose development will tend to make private and national life healthier and manlier.

To undertake to set out in detail the multifarious points at which the Normal School is expected to influence the life of the public schools would be in vain. How far its influence avails, the condition of the public schools will in the main serve as an index; and a certain measure of the value of the Normal School training is to be had in a comparison of the schools conducted by its graduates with other schools. Doubtless, there are many excellent teachers who are not indebted to a Normal School training for their usefulness. Still, inquiry will show that their pedagogic attainments have been of slow growth; and it need never be doubted that the same persons would have achieved equal success in a shorter time had they been enabled to avail themselves of the experience which older teachers were ready to place at their disposal.

For, the avoidable errors into which a young and untrained teacher is likely to fall are legion. Prominent among them and of the highest moment is to be noted the failure to correlate schoolroom studies. Until the attention of the novice is called to the means and the necessity of co-ordinating the branches of the curriculum, of assembling the various knowledges under comprehensive heads, of requisitioning several branches of study to interpret particular phenomena, his work is almost certain to fail of useful aim, and absolutely sure to stifle the higher intellectual life of the pupil.

To exemplify and expound a due correlation of the studies of the common schools, I have deemed it prudent in the preparation of students for practice-teaching to allot to each of the Normal School instructors the whole course of study in several of the grades. The danger involved in having 'specialists' as instructors is thus counteracted; for, ignoring his specialty-teaching, the practice-teaching demands of him the all-round qualifications of a common-school teacher. His function is not merely to impart instruction and method in his specialty, but as well to trace the connection between this specialised knowledge and other knowledges, to deal with these as mutually interpretative, and by this correlation of diversified topics to economize effort and to unify our conception of the universe.

The weakness of the untrained teacher manifests itself to-day in our country schools in other ways. One of these demands passing

notice. I refer to the competition into which many village schools aspire to enter with the fully equipped high-school. Sometimes the blame attaches to the trustees, but not seldom to the teacher, whose absurd zeal pricks him on to sacrifice the most obvious interests of his school to what he calls 'advanced' work. Or, again, in imitation of the well manned departments of the town school, he endeavours to maintain each of the eight common school grades as a separate class, either obstinately rejecting the recommendations of the Council for a reduction in the number of grades, or not knowing how to bring about the reduction.

It remains to be said that for the coming year the prospects of the Provincial Normal School are good. The science-building nears completion, and its equipment and occupation will leave little to be desired in the way of material facilities for a high order of work. Some extensive repairs are required in the Prince St. building. The completion of the town sewer system will permit of the installation of sanitary appliances here ; and I would respectfully recommend that, while this work is being done, the reflooring of the corridors and assembly-hall as well as the painting of the walls and woodwork be undertaken. The transformation of the chemical laboratory, soon to be vacated, into a physics laboratory, is another recommendation which I would respectfully commend to your attention.

The subjoined lists show that of the nine candidates for Academic Rank, seven qualified to receive the Academic diploma after one year of successful teaching, while two were awarded First Rank diplomas.

Of the one hundred and nineteen candidates for First Rank Diploma, eighty-eight were successful, the remaining thirty-one receiving diplomas of lower rank.

Of the seventy-three candidates for Second Rank diplomas, fifty-seven were successful, the remaining sixteen securing a lower rank.

Of thirty-nine candidates for Third Rank, twenty-seven were successful, and nine were recommended for provincial license for the period of one year.

During the session, six graduates of the school were promoted from First to Academic Rank, seventeen from Second to First, and one from Third to Second.

I have the honor to be, sir,
Your obedient servant,
DAVID SOLOAN,
Principal.

Provincial Normal School, Truro, N. S., July 31st, 1901.

LISTS OF STUDENTS 1900-01 WITH DIPLOMA AWARDS.

QUALIFIED FOR ACADEMIC DIPLOMA AFTER ONE YEAR OF SUCCESSFUL TEACHING (THOSE MARKED * AFTER OBTAINING HIGH SCHOOL CERTIFICATE OF GRADE A); IN THE MEANTIME AWARDED DIPLOMA OF FIRST RANK.

Tena Grant	Sunny Brae	Pictou.
Janie MacAleese	Parrsboro	Cumberland.
*Janie L. Mackenzie, B.A	Bedford	Halifax.
*Ruth Simpson, B. A	New Glasgow	Pictou.
*Clarence L. Fulton, B. A	Mid. Stewiacke	Colchester.
*James P. McNeil, B. A	Antigonish	Antigonish.
Charles Warren Oliver	Pictou	Pictou.

QUALIFIED FOR FIRST RANK DIPLOMA.

Wilford E. Banks	Meadowvale	Annapolis.
Ainsley Barteaux	Lawrencetown	"
David D. Boyd	R. Bourgeois	Richmond.
Peter Carter	Antigonish	Antigonish.
Moses M Coady	Margaree Forks	Inverness
William E. Cox	Truro	Colchester.
Arthur G. Hirtle	Mahone Bay	Lunenburg.
Fred C Hewitt	Lunenburg	"
Frank Knight	West Hansford	Cumberland.
Edward M. LeBlanc	Tusket Wedge	Yarmouth.
John MacAmis	Antigonish	Antigonish.
Egbert Parker Morse	Tiverton	Digby.
Garnet D. Morse	Lawrencetown	Annapolis.
Sigefroi H. Pothier	Tusket Wedge	Yarmouth.
Herbert Parker	Bear River	Digby.
Albert L. Sandford	Delhaven	Kings.
John Forsyth Smith	Truro	Colchester.
William V. Spurr	Torbrook Mines	Annapolis.
Janie R. Allen	Shelburne	Shelburne.
Edith Allen	Halifax	Halifax.
Pearl A. Anderson	Springhill	Cumberland.
Lulu Archibald	Truro	Colchester.
Emma Bishop	Whycocomagh	Inverness.
Agnes Benoit	N. E. Margaree	"
L. Ruberta Berry	Clementsport	Annapolis.
Janet Cairns	Barney's River	Pictou.

Matthew Tompkins	Emerald	Cape Breton.
Eleanor F. Bown	North Sydney	"
Maggie Ella Annand	Musquodobo't Har.	Halifax.
Ella Susan Archibald	Lower Truro	Colchester.
Winifred Barclay	Tatamagouche	"
Blanche Bigelow	Lower Stewiacke	"
May Benjamin	Pugwash	Cumberland.
Mary MacLean Brown	Pleasant Valley	Yarmouth.
Stella Anne Boliver	Conquerall	Lunenburg.
Cassie Chisholm	Heatherton	Antigonish.
Eva Emeline Currie	Truro	Colchester.
Stella J. Davison	Portaupique	"
Laura Belle Denton	Waterford	Digby.
Mary A. d'Entremont	M. E. Pubnico	Yarmouth.
Minnie Harriet DesLauriers	R. Bourgeois	Richmond.
Jennie Isabell Ferguson	Balmoral Mills	Colchester.
Ethel Fisher	Newton Mills	"
Mary Fletcher	Falkland Ridge	Annapolis.
Margaret Fraser	Springhill	Cumberland.
Charlotte W. Frost	Argyle	Yarmouth.
Mary Alma Goodwin	L. Stewiacke	Colchester.
Caroline Holmes	Homeville	Cape Breton.
Bertha Scott	Springhill	Cumberland.
Georgiana Sutherland	River John	Pictou.
Maggie M. Morrison	Noel Shore	Hants.
Amy Rood Kelley	Glace Bay	Cape Breton.
Edna MacLellan	Noel Shore	Hants.
Arabella Higgins	M. Musquodoboit	Halifax.
Louise Alberta Higgins	Musquodoboit	"
Helen M. Kaulbach	Lunenburg	Lunenburg.
Susie Kent	Springhill	Cumberland.
Laleah E. Killam	Pleasant Valley	Yarmouth.
Mary Emma Landrie	Linwood	Antigonish.
Cora Mabel Lindsay	Belmont	Colchester.
Lulu Jean Lynds	Onslow	"
Annie E. McDaniel	Margaree Forks	Inverness.
Ethel MacDonald	Amherst	Cumberland.
Allena M. MacGillivray	Dunmaglass	Antigonish.
Helena Macneil	R. Bourgeois	Richmond.
Myra Mary Manning	Bridgewater	Lunenburg.
Viola L. Maskell	West Jeddore	Halifax.
Daisy Mattatall	E Tatamagouche	Colchester.
Adelaide Morrison	Point Tupper	Richmond.
Maud Mussells	Clementsport	Annapolis.
Lydia Oxley	Tidnish	Cumberland.
Clara Blanche Parker	Truro	Colchester.
Adeline C. Pothier	Tusket Wedge	Yarmouth.
Frances G. Sutherland	Brookfield	Colchester.
Jessie Scott	Alton	"
Susie Simpson	Springhill	Cumberland.
Laura May Sproul	Clementsport	Annapolis.
Jennie M. Smith	Liverpool	Queens.

Lillian V. Tait	Amherst	Cumberland.
Alma Taylor	L. Stewiacke	Colchester.
Ruth Trenholm	Fort Lawrence	Cumberland.
Alice Tupper	Round Hill	Annapolis.
Janet L. Warne	Hill Grove	Digby.
C. Winifred Wyman	Yarmouth	Yarmouth.

QUALIFIED FOR SECOND RANK AFTER ONE YEAR OF SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED DIPLOMA OF THIRD RANK.

Joseph N. MacLennan	Dunvegan	Inverness.
Margaret Bryden	Tatamagouche	Colchester.
Georgie Densmore	Minasville	Hants.
Janie A. Ferguson	Balmoral Mills	Colchester.
Eva Jane Spencer	Mira Gut	Cape Breton.
Mabel O'Brien	Noel Shore	Hants.
Annie McKeough	Linwood	Antigonish.
Anna Mackenzie	Waterside	Pictou.
Margaret J. MacLeod	Leitch's Creek	Cape Breton.
Mary E. MacLennan	Dunvegan	"
Mary S. Taylor	Hectanooga	Digby.

AWARDED DIPLOMA OF THIRD RANK.

Moses J. Coady	S. W. Margaree	Inverness.
Jessie Catherine Ferguson	Balmoral Mills	Colchester.
Leonice Belliveau	Church Point	Digby.
Sadie Bond	E. Rawdon	Hants.
Mary B. Bowie	Boylston	Guysboro.
Philomena Bourque	Eel Brook	Yarmouth.
Jessie L. Chisholm	Musquodoboit Har.	Halifax.
Ethel Cameron	Brownsville	Pictou.
Mary M. Campbell	Alexander, Mabou	Inverness.
Ida May Crowell	Three Fathom Har	Halifax.
Laura B. Densmore	Shubenacadie	Hants.
Theresa D'Eon	N. W. Pubnico	Yarmouth.
Mary Jane Finlay	Linden	Cumberland.
Lilla L. Gates	Melvern Square	Annapolis.
Eva Haines	Freeport	Digby.
Sarah Livingstone	Black Brook	Cape Breton.
Martha B. Murray	Harmony	Colchester.
Edna Morehouse	Centreville	Digby.
Eliza Mackenzie	Grant, South Cove	Victoria.
Marcella MacGillivray	Antigonish	Antigonish.
Esther M Morgan	Guysboro	Guysboro.
Agnes MacClintock	Nappan	Cumberland.
Emma MacDonald	Westchester	"
Annie M. MacDonald	West Bay	Cape Breton.
Mattie Sibley	Musquodoboit Har.	Halifax.
Mary Catherine Smith	Broad Cove Chapel	Inverness.
Bessie J. Sulis	Deep Brook	Digby.
Clara Maud Swimm	Swansburg	Shelburne.

RECOMMENDED FOR PROVISIONAL LICENSE OF THIRD CLASS FOR THE TERM OF ONE YEAR.

Bessie F. Bond	East Rawdon	Hants.
Constance Bourque	Eel Brook	Yarmouth.
Christina Cameron	Margaree Forks	Inverness.
Mabel E. Cresine	Riverside	Guysboro.
Janetta M. Grant	Roachvale	"
Susie MacLeod	Margaree	Inverness.
Jeanetta McIvor	Cariboo R	Pictou.
Martha MacIsaac	Broad Cove Mines	Inverness.
Mary Smith	Antigonish	Antigonish.

COURSE UNCOMPLETED AND UNCLASSIFIED.

Margaret J. Dewis	Shubenacadie	Hants.
Florence M. O'Brien	Noel	"
Hattie Scott	Guysboro	Guysboro.
Janie Gratto	E. Earltown	Colchester.
Alice Nelson	Salmon River	"
James DeLacy MacGrath	Arichat	Richmond.
Carrie M. Hawboldt	Marryatt's Cove	Lunenburg.
Homer Rood	Belmont	Colchester.

ADVANCEMENT OF STUDENTS OF FORMER YEARS.

FROM FIRST RANK TO ACADEMIC.

Albinus William Horner	Salem	Yarmouth.
Obed Parker Goucher	Middleton	Annapolis.
Laura M. Messenger	Parrsboro	Cumberland.
Reginald Stephen Boehner	Halifax	Halifax.
Harry England	North Sydney	Cape Breton.
Grace H. Patterson	Truro	Colchester.

FROM SECOND RANK TO FIRST RANK.

Fred. G. Morehouse	Masstown	Colchester.
Ethel M. Thorburne	L. Jordan Bay	Shelburne.
Alexander J. Urquhart	Saltsprings	Pictou.
Mary E. Leary	Bridgewater	Lunenburg.
Ella Kate Henry	U. Musquodoboit	Halifax.
Florence Bentley	Shulie	Cumberland.
Colin J. McKinnon	Antigonish	Antigonish.
Laura M. Creelman	Hantsport	Hants.
Janie C. Smith	Truro	Colchester.
Emma K. Chisholm	Kentville	Kings.
Pryor Coldwell Goodwin	U. Selma	Hants.
Sarah T. Lantz	Mahone Bay	Lunenburg.
Margaret E. Allen	New Glasgow	Pictou.
Mary L. Gilliatt	U. Clements	Annapolis.
Harry Wilfrid Churchill	Maitland	Yarmouth.
Arthur J. MacLeod	Jordan River	Shelburne.
Clara Alice Putnam	Hantsport	Hants.

FROM THIRD RANK TO SECOND RANK.

Martha B. Boyle	Mabou	Inverness.

STATISTICAL SUMMARY—PROVINCIAL NORMAL SCHOOL.

YEAR.	Number of Teachers in Normal School.	Number of Normal School Instructors in affiliated Schools.	Pupils enrolled.	Salaries o Teachers	Salary of Janitor.	Cost of Fuel.	Cost of Philos. Apparatus.	Contingencies.	TOTAL.
1900	7	.....	223	$7600	$425	$278 50	.....	$ 569 35	$8872 75
1901	7	4	240	.....	425	562 22	236 96	388 38	.....

APPENDIX B.

PROVINCIAL SCHOOL OF AGRICULTURE.

PRINCIPAL'S REPORT.

TRURO, NOVA SCOTIA,
December 10th, 1901.

DR. A. H. MACKAY,
Superintendent of Education.

SIR,—I have the honor to submit to you the following report upon the work of this School during the past year.

The year opened while we were occupying rented rooms in the Masonic building from which we moved in the spring. We are now located in the new Science Building. There has been considerable delay in installing our equipments and getting the building and apparatus in working order. Indeed only this week for the first time is the chemical laboratory available. All the chemical work of the school had been hitherto done in the Normal School laboratory. During the summer recitations and lectures were conducted in the class rooms of the Normal building. As many of these were undergoing alterations and workmen were engaged in repairing the building it made it difficult to conduct the school. The autumn work of the school was interrupted to some extent on account of the installation of new apparatus. Under these conditions it has been an exceedingly hard and trying year.

I have to thank the Principal of the Normal School for making the building as available for us as possible.

While the work has been hard to carry on it has its compensation in that the School now has available as fine laboratories and equipments as can be desired.

Under such conditions I could not urge the attendance of students, as there has been as many at the school as I could do justice to; and, on that account I issued no circulars during the year until now. I am sending the following circular of information to inquirers and others:

SCHOOL OF AGRICULTURE.

This school was established in the year 1885, in connection with the Provincial Normal School at Truro. The instruction is given in the Science Building and on the Provincial Farm. It is designed to afford the agricultural education required by farmers, teachers and the young men and women who desire instruction in the Natural Sciences, Agriculture, Horticulture and Dairying. The Science Building contains class rooms and laboratories for Chemistry, Botany and Biology. The equipment provides the best apparatus to render the school efficient in giving the knowledge required for a proper understanding of the various branches of Agriculture. Teachers may here receive thorough instruction in the sciences and their relation to farming, farmers the science and art of farming, and young men from other lands desiring to settle in this province, that instruction which will fit them for farming.

The Provincial Farm was established for the express purpose of affording the students of the school practical instruction in the several field operations, dairying, care and management of live stock, and the raising of fruits and vegetables. .

This is not an Agricultural College. It is simply, as the name indicates, an Agricultural School, which any person with a good common school education can enter. Advanced work is also done here by teachers, Normal School students and others, in the Natural Sciences, particularly Chemistry, Botany, Biology and Veterinary Science.

NO FEES ARE CHARGED FOR TUITION.—Any person may study any subject for which he is prepared, taking either a full course or a partial course, according to his needs. The main object is to offer an opportunity for anyone to improve his mind and at the same time acquire useful knowledge in the direction of the science and practice of Agriculture.

CALENDAR.

Winter Session, begins January 8th, 1902, and continues during January, February, March.

Summer Session, April to December inclusive.

Summer Session for teachers, July, August.

Students are admitted to the school also the first Monday in June, September, November, and the second and third Mondays of July.

Foreign students are admitted upon the same conditions as Nova Scotians.

Students are not admitted who are not of good moral character.

TO STUDENTS OF AGRICULTURE.—This school offers both short courses and full courses equivalent to those given in an Agricultural

College. Students can acquire the art as well as sciences of Agriculture, and receive compensation for their labor upon the farm. The courses are so arranged as to meet the needs of young men who are already familiar with farm practice, as well as those who have had no experience upon the farm. Every facility of all departments of the school is available to students intending to become farmers as well as to those expecting to become teachers.

To TEACHERS.—This school offers exceptional opportunities. The teacher can take either the complete or partial course. On completion of the former he may receive a fellowship enabling him to continue his studies at the school another year at very small expense. Teachers who graduate from this school receive an additional grant of thirty, sixty or ninety dollars, depending upon the character of the school taught and their work as teachers.

To TEACHERS—who take the short summer course this school offers not only unrivalled opportunities for studying the sciences, but also the Government grants 2 weeks' additional vacation or its equivalent to those taking the course.

To COLLEGE STUDENTS AND GRADUATES OF COLLEGES.—This school affords laboratories and facilities for advanced scientific work equal to the best universities, and advanced work accomplished at this school is accepted at the leading universities without examination. Graduates of this school are admitted to the best universities to advanced standing without further examination.

To GRADUATES OF THIS SCHOOL.—This school offers three fellowships of seventy-five to one hundred dollars each, upon completing the teacher's course, such fellows to be selected by the Principal on condition that they remain at the school for a further period for study and assist by giving instruction in some line of work which they are pursuing.

THE SCIENCE BUILDING.

This building is situated on the Normal School grounds in the centre of Truro, on Young Street, between Prince Street and Victoria Street, about three minutes' walk from the Union station of the Intercolonial, Canadian Pacific and Midland trains. It may be entered either from the Normal School grounds or from Young Street.

The ground floor of this building is devoted to recitation rooms and cloak rooms. There is a passage from it leading to the green house and another to the first floor. Work in connection with the greenhouse may be carried on in this room.

The first floor is devoted to the biological sciences. There are sixty-two individual desks, each provided with drawers and lockers, and

separate vessels containing standing and running water, microscopes, etc. These desks are so arranged that no one passes between them and the windows to obstruct the light. Cases of reference books and a general work table for microtomes, incubators and similar apparatus are provided. Long work tables are also provided upon which the growing of plants and investigation and study of these, under special definite conditions, may be conducted. All the apparatus requisite for such work is provided. This room opens into the entrance hall and also directly into the greenhouse.

The greenhouse will be used for educational work—not for the mere growth of ornamental plants. Provision is made for each student to have a section under his control where the problems concerning the growth and culture of plants may be investigated and learned. A portion of this greenhouse will contain aquaria, in which forms of aquatic life too large for the aquaria on the students' desk may be kept.

On the second floor are two chemical laboratories, balance and store rooms. The general chemical laboratory contains desks for sixty-four students working at one time. In this laboratory instruction will be given in introductory and general chemistry. The desks are so arranged that deleterious gases are immediately removed from each desk, always insuring pure air for the students to breath. The room for advanced chemistry, qualitative and quantitative analysis, contains twenty individual desks, distill for pure water, drying ovens, furnaces, condensers and all necessary apparatus for such work. Each desk is provided with sink and hood containing steam cups for evaporations. The balance room contains two excellent balances sensitive to one tenth milligram.

The third floor will be used for a museum.

THE PROVINCIAL FARM.

The farm is situated on "Bible Hill," about fifteen minutes' walk from the railway station. It contains one hundred acres of land and is well equipped with the various breeds of live stock, implements and buildings to illustrate methods of farming. The farm buildings are new. The main barn is 50 x 100 ft., with an ell 40 x 50 ft. The ground floor is used for stables for the cattle and horses, and has adjoining these a large silo, root cellars, box stalls, tool rooms, wash-room and feed rooms. The main floor has the granary and mows for hay and grain, tool room, carpenter shop and work room.

The Dairy House which is just completed is supplied with steam power from a boiler and engine (this power is used also for the barn for threshing, grinding, and cutting fodder and ensilage,) and has all apparatus necessary for dairy work upon the farm.

There are rooms for engine and boiler work, ice, cold storage, office and recitation.

There is also an excellent piggery and a building for raising and fattening poultry.

The Dominion Poultry Fattening Station for Nova Scotia is also here. It is in charge of Joseph P. Landry, a graduate of this school.

The stock consists of excellent specimens of the Shorthorn Guernsey and Jersey breeds of cattle, while fine specimens of Hackneys and Clydesdales (Government importations) are also to be seen here.

A large and complete supply of farm machinery is in use upon the farm.

COURSE OF STUDY.

The full course in Agriculture extending as it does throughout the growing season, enables the student to obtain a thorough and practical knowledge of all phases of our Agriculture. The lectures accompany the various stages of the farm work and are based upon the knowledge the student acquires upon the farm in the various operations and investigations he is required to conduct. The Physics, Chemistry and Biology of the farm are treated in the other courses, leaving the manual, skillful and applied features of the work, for this course.

The short course for January, February and March will follow as far as practicable the same order as in the full course, but will of necessity consist chiefly of lectures upon the various farm practices. It is designed to meet the needs of those who are unable to take the full course, but who desire to gain what information they can in a limited time. Extensive reading and taking of notes will be also required in this as in the full course.

The full Dairy course is similar in general to the Agricultural course. The student will be required to devote more time to Dairying both in the school work and in the Dairy till he is enabled to carry out the work skillfully and understand the principles involved. This course offers many advantages to the student as he becomes familiar with the work in all seasons.—See Dairy house.

The Short Dairy course offers special advantages for students for Winter Dairying as the work can be carried on under most favorable conditions.—See Dairy house.

The full Horticultural Course.—This will be conducted in the same manner as the Agricultural course proper. The student will become familiar with the various branches of fruit growing by practice and lectures and recitation, accompanying the work.

Lectures and demonstration will be given to Normal Students upon the more important branches of farming and fruit raising.

This School offers instruction in the following subjects:

Course 1. General Chemistry, Normal classes.
" 2. General Chemistry.
" 3. Qualitative Analysis.
" 4. Quantitative Analysis.
" 5. Soils.
" 6. Agricultural Chemistry.
" 7. Structural Botany.
" 8. Systematic Botany.
" 9. Vegetable Anatomy and Physiology.
" 10. Agricultural Botany.
" 11. Systematic Zoology.
" 12. Comparative Anatomy of Vertebrates.
" 13. Anatomy of the Domestic Animals.
" 14. Agricultural Zoology.
" 15. Elementary Biology, Normal Classes.
" 16. Advanced Biology.
" 17. Elementary Physiology.
" 18. Advanced Physiology.
" 19. Elementary Entomology.
" 20. Systematic Entomology.
" 21. Structure and Habits of Insects.
" 22. Veterinary Medicine and Diseases of Animals.
" 23. Agriculture full course, April to December.
" 24. Agricultural short course (Winter course).
" 25. Agriculture, Normal classes.
" 26. Dairying, Summer course.
" 27. Dairying, Winter course.
" 28. Dairying, short course.
" 29. Horticulture, complete course.
" 30. Horticulture, short course (Winter course).
" 31. Horticulture, Normal classes.

Normal School classes are open to all students of this school and afford instruction in:

Literature,
Drawing,
Music and Elocution,
Mathematics,
Geography, and many other subjects.

During the winter term extending over the months of January, February and March, instruction may be had in the following courses:—No. 1, 3, 4, 5, 6, 7, 9, 10, 13, 17, 19, 22, 24, 27, 30.

HOME READING COURSES.

Anyone unable to attend the School of Agriculture or looking forward to attending at some future time, may pursue a course in reading and receive credit for it at the school.

In order to do so the person should upon deciding to take the course write to the Principal of the School of Agriculture informing what book or books he or she proposed to read, and ask to be enrolled. Then upon completing the book, again write to the Principal so stating and asking for an examination. This examination will be conducted by the teacher in that locality, or a minister or some reliable party. The applicant should give the address of such party after having obtained his or her consent to act. The questions will be sent directly to such party, who will conduct the examination and return the answers to the Principal of this school.

Where a number of young people in a locality club together and exchange books, they can at little expense have a wide range of reading.

Upon completing in a satisfactory manner a course of reading, a certificate will be granted to the student in recognition of it.

Students are requested to correspond with the Principal about their reading whenever they meet with difficulties, when he will whenever possible help them. They are requested also to keep the Principal informed as to their progress.

The following books can be procured by any book store and usually at reduced prices; where it is not convenient for the student to order them, if he writes to the Principal he will obtain the book for him. Write to the Principal for prices of these books.

READING COURSE IN AGRICULTURE.

Either Bailey's Principles of Agriculture, or Voorhees' Principles of Agriculture.
Robert's, Fertility of the Land.
Robert's, the Farmstead.
King's, The Soil.
Thomas', The American Fruit Culturist.
Bailey's, Principles of Fruit Growing.
Bailey's, Pruning Book.
Card's, Bush Fruits.
Goff's, First Principles of Plant Culture.
Bailey's, Garden-making.
Bailey and Hunn's, Practical Garden Book.
Johnson's, How Crops Grow.
Johnson's, How Crops Feed.

Voorhees' Fertilizers.
Storer's Agriculture (three vols.).
Jordan's, The Feeding of Animals
Henry's, Feeds and Feeding
Wing's, Milk and It's Products.
Fleishmann's, Book of the Dairy.
Wright's, Practical Poultry Keeper.
Watson's, Poultry Farm, etc., etc.

The student is in no sense confined to the above books, but with the approval of the Principal may read such works and in such order as he or she desires.

Teachers desiring to take up the study of any science under the direction of the school, should write to the principal concerning it and state just how he or she is situated, what apparatus if any is available, and corresponding courses can be arranged.

Teachers are advised to take up a course of reading which will benefit them in their school work and advance their standing if they attend the School of Agriculture either for the summer session or for the complete course.

All teachers in the province are urged to enlist the interest of young people in their localities in such a course of reading.

MANUAL TRAINING.

I may add to the foregoing that I have made arrangements with Professor Robertson and Mr. Kidner, Director of the MacDonald Manual Training School, whereby our Agricultural Students shall receive a special course of instruction in MANUAL TRAINING, which will be designed to particularly meet their needs. The importance and value of such a course is very great, and we owe many thanks to both Prof. Robertson and Mr. Kidner for the kindly way in which they have placed the Manual Training School at our service, as well as to the worthy Founder of the School.

Young men and women who wish to improve their education and fit themselves for life's work, can now find at the School of Agriculture abundant facilities; thorough scientific instruction in the Sciences, excellent practical instruction in Agriculture, and the best of Technical training at the MacDonald Manual Training School. Everyone intending to be a farmer, or teacher in our Province, who can afford to leave home for three months or longer, and has enough money to pay his expenses for board and room should attend. He who cannot should take advantage of the Home Reading Courses either for farmers or teachers.

OTHER FEATURES.

There are certain features in our equipments that deserve special attention. Among these I may mention the excellent opportunities for practical work upon the farm. About one-third of our students have worked upon the farm for the school for compensation and have thus added considerably to the length of time they were able to remain at the school. A large number have either been familiar with farm work or have had only a limited time to attend the school and have therefore preferred to learn all they could from the farm without taking time to perform the manual operations with which they were already familiar These include many of our best students. They have been just as much benefited by the farm as those working upon the farm without registering in the school. Thirty-two women have taken dairy instruction in the school and on the farm.

Another feature, which we are able to offer for the first time, is the work in the green house. It is not the intention to use the green house solely for the culture of flowers and ornamental plants, but as far as possible all species of native plants will be grown there and all species of cultivated plants adapted to our climate. The necessity for this lies in the fact that Normal students and Agricultural students taking the short winter course, have otherwise no opportunity while here to study the growth of these plants. In order to carry on the work, besides pots for small plants, there are two hundred and thirty boxes of about one thousand cubic inches capacity, which are arranged in tanks so that they may be watered from beneath, in which there are already eighty different kinds of cultivated plants growing. In some of the boxes there are various kinds of weeds growing. These are allowed to grow for the students to study and also to find out the number and kind of weeds in a given amount of soil. Each student has charge of one or more of these boxes or "Farms" as they call them. The green house will be conducted entirely for educational purposes, and it should be remembered that such will not give the most beautiful, attractive or showy green house, but will give the education, which is far better.

In the biological laboratory there are twenty compound microscopes with suitable equipments, an excellent microtome for section cutting, lenses giving a magnification from three to fifteen hundred diameters, apparatus for the analysis of milk, blood and separation of sediments from liquids, and an incubator both for microscopic and bacterial work. The facilities for study are now such as to invite every one desiring to pursue advanced as well as elementary studies in either plant or animal life.

Already students have here added to the world's knowledge of the life, history and structure of a number of animals and plants.

The circulation of the blood of the mayfly nymph has been worked out very completely, and new undescribed organs discovered. Many of the domestic animals have been dissected.

In the chemical laboratories are facilities for the analysis of all farm products, fertilizers, and minerals. The equipment includes, besides many other pieces of apparatus, two delicate balances, drying ovens, condensers, and a supply of distilled water, accurate measures and suitable apparatus for volumetric as well as gravimetric analysis.

LOCAL AGRICULTURAL SCHOOLS.

During the past year excellent work has been accomplished by these schools. The grading of the grant has enabled teachers who were doing good work, but who in the past were unable to qualify for the entire grant, to qualify for part of it. These schools conduct gardens in connection with their work. The science work as well as the nature study is carried on on a higher plane than in the common schools. The first school gardens so far as I know that were ever in this province were those conducted by our teachers. The first one was at Round Hill, Annapolis Co. conducted by Mr. George B. McGill in 1887. He drained the garden with tile drain, which was witnessed by farmers of the locality, and the success of the garden won universal praise. They are now a regular adjunct to our local Agricultural schools. I should mention however the excellent work of one of our graduates, Mr. P. J. Shaw, B. A., Berwick, in popularizing the school garden.

The following agricultural teachers are engaged in teaching this year. Some of them while doing excellent work in agriculture and the sciences will qualify under their "A" licenses A. W. Horner, Yarmouth; P. J. Shaw, Berwick; J. A. Delancey, Great Village; C. J. Bruce, Bass River; G. R. Marshall, Richmond; W. P. Fraser, Westville; W. M. Aymar, Joggins Mines; T. R. Richards, Canso; W. M. Bruce, Hazel Hill; W. S. Brodie, Glace Bay; G. G. Archibald, J. E. Barteaux, Truro.

Last year the following were teaching: A. W. Horner, Yarmouth; W. M. Bruce, Sandy Cove; P. J. Shaw, Berwick: G. B. McGill, Middleton; J. A. Delancey, Canard; G. R Marshall, Richmond; W S. Brodie, Maitland; W. O. Creighton, Westville; F. L. Crowe, Hazel Hill; T. R. Richards, Canso; W. P. Fraser, Hawkesbury; W. M. Aymar, Joggins Mines.

While I have referred frequently in former reports to the work carried on in our local agricultural schools I should like to again refer to it. Of course the work in no two sections is or should be exactly alike. The teacher adapts himself to the conditions in the section but it is surprising how much is done. The pupils take a

deep interest in the work, and the study of farm management, manures, diseases of animals and plants, and stockfeeding, are carried to a point where they will be of lasting benefit to the future farmer. Not only does it open to him a new field and inspire him to further study, but it shows him how and what to study. He acquires a foundation of practical knowledge which will be of direct use. This instruction is not at the expense of any of the essential school studies, but on the contrary such studies actually promote the pursuit of the common branches.

A METHOD OF IMPROVING THE NATURE WORK IN THE PUBLIC SCHOOLS.

The unsatisfactory character of much of the "Nature Work" of the common schools is well known. It has been suggested to me by two of the graduates of this school that besides the efforts that are now being made that this institution could become an even greater factor in improving the nature teaching than it now is. After considering their suggestions I am certain that much good can be accomplished if the suggestions can be carried out.

I should like to propose that under the direction of the Council of Public Instruction where five adjoining sections with miscellaneous schools (or fewer if graded) desire to improve the character o- the instruction in their schools and where the teachers also agree tf cooperate. that the Principal of the School of Agriculture may bo permitted to employ a graduate of this school to give instruction in these schools under his direction, and receive compensation through the Education Department. Such teachers are to be available as instructors at the School of Agriculture in the Summer vacation course. They might be designated "Nature Teachers."

The Nature teacher would be expected to attend at least one of the schools each day and give instruction a portion of the time to the school in nature work bearing on agriculture. The teacher in the school would receive the benefit of this work and would be expected to carry on some nature study besides under the direction of the Nature Teacher. This teacher would also be expected to attend the School of Agriculture during the following Summer to continue this study. The second year the Nature teacher would visit these schools only once a month and conduct similar schools in adjoining sections; or if for any reason the same Nature teacher is not available the schools could be inspected by another or by the Principal of the school of Agriculture. If the Section teacher has profited by the opportunity and returned for the second summer term at this school (School of Agriculture) and had shown satisfactory work, such teacher should receive an additional grant thereafter when teaching.

The section will be benefited by having an additional teacher one day each week, by having better instruction given the pupils, by

having another inducement to retain the same teacher, and by having intelligent and better nature lessons. Besides, the nature teacher would be available to help the agricultural work of the community and promote agricultural education by lectures, demonstration and evening classes.

The teacher in the section would be benefited by the assistance, by the teaching of nature lessons both to the classes, and directly, by the attendance at this school in the summer, and ultimately by an additional grant.

The province would be benefited by raising the character of the instruction in the public schools, and the entire cost would be comparatively little.

It should be clearly understood that we are already far in advance of almost all the States of the United States and the other provinces of our Dominion, and that methods being adopted there are often tentative or experimental, and to a great extent preliminary to the great subject of Nature Study. There can be no correct Nature Study in the school unless it is presented in the proper manner. It is not so much what is learned as how it is learned. The latter depends upon the spirit with which the subject is approached by the teacher and the method of instruction. It must be scientific teaching. The pupil must learn to find out for himself; must acquire a desire to investigate. It is the opposite to the old method of teaching where the pupil simply committed to memory what was to be learned from a book. Here he will remember—is certain to remember—because he is interested and finds out for himself. The knowledge which everyone possesses after leaving school, which everyone acquires, constantly acquires in after life, is chiefly of this character and makes up the greater part of our education. It should begin in the lowest grades and continue with increasing force throughout the entire school system. It does not so readily adapt itself to "examinations" because it becomes a part of the pupil. He sees clearer and thinks—two rather important factors in education. I am inclined to think that with a proper study of nature the pupil becomes nobler, possesses loftier conceptions, and will be a better citizen.

During my holidays last winter I made a study of some of the phases of Nature Study and Agricultural Education in other portions of the Dominion and throughout eastern United States. I saw many things which convinced me of the wisdom of the course we have pursued in regard to these subjects in Nova Scotia. The Agricultural College and professors almost invariably have come to realize that the only way to reach the great mass of future citizens is through the common schools, that in all cases it is desirable to begin with the pupils as early in their school life as possible. I am convinced that the use of leaflets as a means of helping along

Nature Study is at best an inefficient method. Often the teacher uses the leaflet only as so much more material for the pupil to memorize. The best way for a teacher to learn to teach a Science or Nature Study (the natural sciences) is to first study it properly, and then he will teach it correctly.

I was also impressed with the amount of good instruction that could be given with comparatively little outlay in the way of equipment.. I have always urged that our teachers could do much more than they do with such means as they have at hand. Too much apparatus, especially with beginners, is apt to lead them to think that apparatus is necessary to do any nature work. On the other hand I find that the better educated the teacher is in the subject the more easily he dispenses with apparatus, and that the quality of the instruction is directly dependent upon the thorough instruction the teacher receives. Our teachers cannot be too thoroughly trained in the sciences, and should have every facility for studying them.

ATTENDANCE.

The following students have attended the school during the year, and of these three have completed their course and are entitled to diplomas as agricultural teachers. Two had attended in previous years and were thus able to complete the work, while one entered with such exceptionally good preparation and has made unusual progress so that he has qualified also this year.

GRADUATES AS LOCAL AGRICULTURAL TEACHERS.

John Crearar MacDonald	Pictou.
Fred. G. Morehouse	Sandy Cove, Digby Co.
Howard D. Urquhart	St. Peter.

STUDENTS.

Hugh Reginald Rhodes	Spalding, England.
L. D. Slater	Ottawa, Ont.
Herbert L. Stirling	Bexley Heath, Kent, Eng.
Harold M. Marchant	Lakeville.
Ethelbert J. Whitman	New Albany.
Thomas Gallant	Belle Cote.
Joseph P. Landry	Antigonish.
William I. McDougall	Truro.
J. Malcolm Swaine	Yarmouth.
Everet Wallace	West Gore.
Douglas R. Patterson	Truro.
James T. Brander	Lakeport, Cumb. Co.
W. H. Longley	Paradise.
Sophia J. Coffin	Truro.
Minnie Creelman	"

M. Helen Bruce	"
Henry Bruce	"
William H. Bruce	"
Robert Calder	Hastings.
Mabelle Fash	Granville.
Loie Richardson	Truro.
John Forsyth Smith	"
A. W. Leslie Smith	"
W. P. Fraser	New Glasgow.
O. H. Linton	Truro.
Arthur Moxon	"
Bertha G. Oxner	Mariott's Cove.
Fred Tupper	Truro.
W. H. Semple	"
W. M. Aymar	Digby.
David Muir, Jr	Truro.
Jean McCurdy	Onslow.
Milton Davidson	Aylesford.
Matthew E. DeVine	Pubnico.
Hardress E. Hiltz	Truro.
James A. Delancy	Middleton.

I give herewith a list of all the students who have attended the school regularly since its establishment. There are many who have taken advantage of the classes in the school without registering; these, however, are not included. In a few instances students have registered and after a short attendance been called away. The number following the student's name indicates the year of the school, as, No. 1, the year 1885 to 1886; 2, indicates the second year of the school, 1886-1887, etc.

In some cases I have been able to state how the former student is now employed. In many cases I have not recently heard from them, and have had to omit this information, and in other cases the student has not completed his education. This is the case with most of our students of recent years.

A large percentage are farmers and most of the others are teachers. These are the persons to whom the school appeals. A few have drifted into professions as medicine, due undoubtedly to the interest which their studies in physiology, anatomy and zoology here awakened.

A number have pursued a course in some university as a result of their studying here. This must redound to the good of the world as of our own province if we are wise enough to utilize them. We certainly can employ more agricultural educators in our province, and I hope the government will pursue the wise policy of calling on those whom she has educated or helped to educate—the

graduates of the School of Agriculture—where they are available to do the work, rather than to permit them to go abroad to build up other lands. This has been the policy in the past—to utilize our graduates.

I have the honor to be, sir,

Your obedient servant,

H. W. SMITH,

Principal.

STUDENTS OF THE SCHOOL OF AGRICULTURE FOR 17 YEARS—FROM 1885 TO 1901.

Allen, Shenton B.—Yarmouth (teacher). 10.
Ancient, H. A.—Acadia Mines (deceased). 5, 6, 7, 8.
Anderson, J.—Glengarry. 4, 5.
Anderson, Teresa—Halifax (teacher). 4, 5.
Annand, E. E.—Truro. 8, 9.
Archibald, Eben, (B. A.)—Harmony, Harvard Universary. 11.
Archibald, E. D.—Port Hastings. 9, 10.
Archibald, Charles—Harmony, Dalhousie University. 12.
Archibald, (Mrs.) D.—Upper Stewiacke. 8.
Archibald, F.—Truro. 9.
Archibald, G. G.—Ag. Teacher and Farmer, Agr. Teacher's Diploma, Truro. 9, 10, 11, 12.
Archibald, Mary A.—Yarmouth (teacher) Yarmouth.
Archibald, H. C.—Truro, Dairy business, Sydney. 9, 10, 11.
Atwater, Harold E.—Baddeck. 12.
Aymar, Wm. M.—Principal Joggins Mines School, Agr. Teacher's Diploma, Digby. 12, 13, 14, 15, 16.
Barrett, Arthur L.—Truro 11, 12, 13.
Barrett, David—Truro. 8, 9, 10.
Barrett, Henry—Photographer, Truro. 8, 9.
Barteaux, J. E.—Science Teacher. Truro Academy, Agr. Teacher's Diploma, Port Maitland. 10, 11.
Barnes, E. T,—Newfoundland. 8.
Bancroft, G. R—Principal Freeport Schools, Springhill. 13.
Beale, A. M.—Halifax. 6, 7.
Benoit, J. A., (B. A.)—Prof. of Mathematics and Physics, Prov. Normal School, Arichat. 10.
Beveridge, W. R—Principal of Hebron Schools, Hebron. 10, 11.
Bethell, Clarence G.—Port LaTour. 12.
Bingay, J. G.—Tusket (teacher) Yarmouth. 12.
Black, John—Scotland. 12, 13.
Black, Wallace D.—Truro, Farmer. 2, 3.

Blair, Joseph C—Asst. Prof. of Horticulture, Illinois Univ., Truro, 3, 4, 5, 6, 7.
Blanchard, Melville W—Truro, Farmer. 12.
Blanchard, William—Truro. Farmer. 9.
Brander, James Fred.—Lockeport, Student. 16.
Blackader, Ross L.—Hebron, Dalhousie University. 11.
Boliver, G. S.—Lunenburg, Farmer. 5.
Boehner, R. S., (B. A.)—Science Teacher Pictou Academy, Paradise. 9.
Brennan (Miss) J. J. C.—Aylesford. 8.
Brownrigg, J. D.—West River. 13.
Brodie, W. S. (B. A.), Agr. Teacher's Diploma, Principal Glace Bay Schools—Halifax. 14, 15.
Bruce, Charles J., Principal Bass River School, Agr. Teacher's Diploma—Truro. 10, 11, 12, 13.
Bruce, William McK., Teacher, Hazel Hill, Agr. Teacher's Diploma—Truro. 14, 15, 16.
Bruce, Mary Helen—Truro (deceased). 15, 16.
Bruce, Henry D.—Truro (student). 16.
Bruce, Jane—Halifax (teacher). 15.
Burns, Arthur G—Kingston. 13.
Burns, J. H. Stead—Halifax. 4, 5, 6.
Butchart, Ada M.—Truro. 12.
Cain, Geo. Hogarth—Yarmouth. 14.
Calder, Robert L. (B. A.)—West Bay (teacher), Port Hastings. 16.
Calkin, W. S. (B. A., B. S.)—Truro (chemist), Spring Forge, Pa. 1,2.
Campbell, R. S.—Tatamagouche. 8.
Cann, Jeannette A.—Yarmouth, (Dalhousie Univ.) 12.
Carter, Hattie—Truro. 13.
Capstick, Hermon—Lockeport. 12.
Cassels, Alexander S.—Glasgow, Scot. (farmer), Alba, C. B. 10, 11.
" Lockart S.— " " " 10, 11.
Chataway, Geo. H.—Barks, Eng. 5.
Christopher, Maud—Brookfield. 8.
Chisholm, Kate—Antigonish. 11.
Chiasson Adelaide—Grand Etang. 12.
Church, (Miss) N. E.—Halifax. 8.
Churchill, Charles H.—Brooklyn, Yarmouth, (farmer). 8, 9, 12, 13.
Churchill, Harry W.—Richmond, Yarmouth, Prin. Ohio Schools. 11.
Clarke, Gavin B.—Tatamagouche (farmer). 1.
Clarke, Sidney—Tatamagouche Bay (farmer). 1, 2, 3, 4, 5, 6.
Coady, Mike E.—S. W. Margaree. 11.
Cochran, Thos. J.—Halifax. 2.
Conrad, Fred—Truro. 13.
Conrad, L. Clair—Truro (student). 16.
Colpitts, Edgar L.—Pleasant Vale, N. B. (farmer). 10.
Coffin, Arthur—Pictou. 14.
Coffin, Sophia J.—Pictou (teacher) Tidnish. 16.
Cook, Henry L.—Bridgewater, Agr. Teacher's Diploma. 4.
Corning, J. C.—Chegoggin. 7.

Crowe, F. A.—Truro (Montreal Y. M. C A.) 13.
Crowe, Fred. L—Truro, Agr. Teacher's Diploma, (Student in Agr. Course, Cornell Univ.) 12, 13, 14, 15, 16.
Cumming, Allison (B. A.) Truro. 11, 12, 13.
Cumming, Melville (B. A., B. S. A.)—Truro, Ass. Prof. of Agriculture, Ont. Agr. College. 11, 12, 13.
Cumming, Edward—Halifax, Teacher St. Mary's School, Halifax. 13.
Cummings, Fred. D.—Truro (student). 12, 13.
Cunningham, J. Howard—Guysboro. 12.
Cunningham, Robt.—Tatamagouche Bay (farmer). 3.
Cunningham, Geo. D.—Tatamagouche Bay. 10.
Cutten, Nella—Truro (teacher). 14.
Cooke, A. D.—Halifax. 9.
Cox, (Mrs) C.—Upper Stewiacke. 8.
Creed, John M.—Guysboro. 9.
Creelman, Alice—Upper Stewiacke. 8.
Creelman, (Mrs) J.—Upper Stewiacke. 8.
Creelman, H. Graham (B. A.)—Upper Stewiacke. 12.
Creelman, Minnie—Truro, Principal Milford Schools. 16.
Craig, Nelson R.—Lockeport. 10.
Creighton, W. O.—West River (farmer), Agr. Teacher's Diploma 5, 6.
Creighton, G.—Halifax, Inspector of Schools. 4.
Crichton, D. R.—Halifax. 9, 10.
Crichton, Fred.—Halifax (farmer). 9, 10.
Crouse, Annie—Bridgewater (teacher). 10, 11.
Crowe, Anna—Truro 12.
Dalrymple, Joseph—Truro (mechanic). 12.
Dane, Francis M.—Yarmouth. 10.
Davidson, Geo. W.—Woodville, Hants Co. (teacher and farmer.) 8.
Davidson, (Miss) L.—Bass River. 8.
Davidson, Milton—Aylesford, (student). 16.
DeArmond, Ira L.—Belmont (farmer). 6, 7, 8.
Dechman, Arthur A. (M. D.)—Sherbrooke. 2, 4, 5.
DeLancy, James A.—Middleton, Principal Great Village Schools, Agr. Teacher's Diploma. 13, 15, 16.
Delaney, James—Halifax. 12.
Dempsey, Isabel—Halifax (teacher). 12.
Denton, Kelsey C., Principal of Shubenacadie Schools—Little River. 12, 13.
DeWolfe, Loran A.—West Gore (Dalhousie University). 11, 12.
Devine, Matthew E—Pubnico (student). 16.
Dickie, Sophia—Halifax. 12.
Doherty, D. P.—Halifax. 9.
Donovan. Florence E.—Truro (Dalhousie University). 12, 13.
Doucet, Moses C.—Grand Etang. 12.
Dunlap (Miss) A. E.—Barrington. 9.
Durland, Royden K.—Yarmouth. 12.
Eaton, James E.—Dartmouth (farmer). 5, 6, 7, 8.

Edwards, Chas. H.—Truro. 4, 5.
Edwards, Jas. W.—Grove's Point (farmer), Agr. Teacher's Diploma. 3.
Ellis (Mrs.) S.—Upper Stewiacke, 8.
Fash, Mabelle—Bridgetown (teacher), Truro Academy. 10, 11, 16.
Faulkner, M. Clare—Truro. 12.
Fawcett, Fred.—Sackville. 7, 8.
Fisher (Mrs.), A.—Upper Stewiacke. 8.
Ford, A. L—Amherst. 8.
Foote, J. Perry—Lakeville. 14.
Fraser, William P.—New Glasgow, Principal Westville Schools, Agr. Teacher,s Diploma. 12, 13, 14, 16.
Fraser, J. C. Warren—New Glasgow (farmer). 9, 10.
Freeman, Frank E.—Paradise (teacher). 12.
French, Cecil (V. S.)—London, Eng, Prof. of Vetinary Medicine, Washington, D. C. 5.
Fuller. Fred L—Horton Landing, Prof. of Agriculture in School of Agriculture, Manager of Provincial Government Farm. 4, 5, 7.
Fulton, Edward—Lower Stewiacke. 4.
Fulton, Jessie—Onslow (teacher). 15.
Fulton (Miss), S—Folly. 8.
Fulton, Silas A.—Truro, Dalhousie University. 12.
Fultz, Geo. W.—Lower Sackville. 13.
Graham (Miss), L A.—Brule. 8.
Graham (Miss), M. S.—Burnside. 8.
Gallant, Thos.—Belle Cote (student). 16.
Gillis, E T.—Mabou. 9.
Goodwin, Geo. L—Upper Granville. 12.
Grant, Milton D. (B. A.)—New Glasgow, Clerk, Ottawa. 10, 14.
Grant, J. W.—London, Eng. 9, 10.
Grant (Miss), J E.—Springville. 8.
Gray, M. W.—Halifax. 5.
Graves, Chester B.—Boston. 12.
Greeno, G.—Newport. 5.
Gurney, Arthur—Truro. Royal Canadians, Halifax. 10.
Hamilton, C. A., M.D.)—Boylston. Physician, Mahone. 3.
Hamilton (Mrs.), W. A—Upper Stewiacke. 8.
Harding, Harry F.—Truro, member 1st Canadian Volunteers to S. A. 12, 13.
Harlow, L. C. (B. S. A., B. S.)—Lockeport. 9, 11, 12.
Harvey, B. C. H. (B. A)—Toronto. 10.
Harvey, E.—Upper Stewiacke. 4.
Haycock, Ernest (B. A.)—Westport, Prof. of Chemistry and Mineralogy, Acadia University. 10.
Heartz, W. B. G.—Truro (deceased). 9, 10.
Hebb (Miss), B.—Lunenburg (teacher). 8.
Hebb, W.—Bridgewater (farmer). 4.
Hemeon, M. (B A).—Mill Village, Teacher, Truro Academy. 8.
Hendry, Edward S.—North Brookfield, Acadia University. 12.

Hennigar, Anna—Noel (teacher). 12, 13.
Hepburn, William H. (B. A.)—Pictou (teacher). 11, 12.
Hiltz, Hardress E.—Truro (student). 15, 16.
Hiltz (Miss) J. L.—Chester. 8.
Horner, Albinus W.—Yarmouth, Principal of Central School, Yarmouth, Agr. Teacher's Diploma. 10, 11, 12.
Hood, Albert H.—Yarmouth. 11.
Hunt, P. W,—England, (farmer). Middle Stewiacke. 6, 7.
Hunt, R. Leigh—Brookfield. 12, 14.
Johnson, Agnes—Upper Stewiacke. 8.
Johnson, Bessie—Upper Stewiacke. 8.
Johnson (Mrs), Samuel—Upper Stewiacke. 8.
Johnson (Mrs.), J. S.—Upper Stewiacke. 8.
Johnson (Mrs.), Noble—Upper Stewiacke. 8.
Johnson (Mrs.), G.—Upper Stewiacke. 8.
Keddy, O. B.—Milton. 12.
King, A. A.—Hilden, recently Lecturer on Agriculture in B. C. 1, 2, 5, 6, 7.
King, J. W. H., (B. S).—Onslow, Indiana Univ. 1.
King, Bertram.—Hilden, Creamery Manager in British Columbia. 6, 7, 8, 9.
Kinley, T. J.—Paradise. 9.
Kinnear, S. C.—Halifax. 9.
Landry, Joseph P.—Antigonish, Manager of Dominion Poultry Fatting Station, Truro. 13, 14, 16.
Lane, S. B.—Truro. 9, 10.
Langille, John—Truro (mechanic). 9.
Layton, Duncan—Truro (student). 15.
Layton, Robert—Truro 12, 13.
Layton, James, (B. A.)—Elmsdale, Halifax Medical College. 10, 12, 13.
Lawson, William A.—Wallace, Halifax Medical College. 12, 13.
Logan, F. W.—Amherst, recently Manager of Acadia Creamery. 9.
Linton, O. Hayward—Truro, Principal of Alice Street School, Truro. 15, 16.
Linton, (Miss) C. C. R.—Truro. 13, 14, 15.
Longley, R —Paradise. 9.
Longley, W. H.—Paradise (student). 16.
Lockman, Annie—Sydney Mines. 11.
Lynch, B.—Truro (mechanic). 9.
McDaniel, M. G.—Margaree. 8.
McDonald, Chas. A.—Mabou (farmer). 6, 7.
McDonald, Wm. Mack.—Mabou (farmer). 5.
McDonald, Michael J.—Hay Cove (farmer). 4, 5.
McDonald, Blanche (B. A)—Hopewell. (teacher). 11.
McDonald, Janet—Antigonish. 11
McDonald, John D.—Barney's River. 14.
McDonald, Hugh—Truro 15.
McDonald, J. Crerar—Pictou (student). 16.
McCurdy, Jean—Onslow. 16.

McCurdy, Mabel—Onslow. 15.
McDougal, Edward—Riverside. 11.
McDougal, Wm. I—Truro (student). 14, 15.
McGill, Geo. B.—Middleton, Agriculture Teacher's Diploma, (farmer). 1.
McIver, I.—Nappan. 8.
McInnes (Miss) L—Truro (teacher). 8.
McIntosh, Gertrude—Truro. Dalhousie Univ. 15.
MacKay, Mary A, (M. A).—Dartmouth. Principal of Bedford Schools. 12, 13.
McKinnon, Joseph D.—Beaver Cove. (farmer), Agr. Teacher's Diploma. 5.
McKenzie (Miss) E. N.—Stellarton (teacher). 8, 12.
McKenzie, Geo P—Wallace. Principal of Dawson City Schools. 10.
McKinnon, Colin F.—Antigonish. 11.
McKenzie, Georgia A.—Truro, Teacher Bible Hill School. 14.
McLean, S. Clifford (B. A).—New Glasgow, Teacher New Glasgow High School 12, 13.
McLeod, Herbert Reade—Halifax. 11, 12.
McNutt, Percy J.—St. John. 15.
McNeil, Daniel (B. A).—Beaver Cove. Agr. Teacher's Diploma. 6, 7, 9.
McNeily, M.—Windsor. 9.
McPhee, (Miss) M.—South River. 8.
McPhee, James D., (B. A).—South River. 11.
McTavish, N. D.—Pictou. Teacher Amherst Academy. 4, 5, 9.
Morrison, John C.—Englishtown. 12
Messinger, Laura N.—Tremont (student). 12.
Messinger, M. W.—Tremont. 12.
Mack, E. E.—Mills Village. 6, 7.
Matherson, A. L.—Barrington. 9, 10.
Marchant, Harold M.—Lakeville (student). 16.
Marshall, G. R.—Springfield. Agr. Teacher's Diploma. Principal of Richmond School. 2, 10.
Maxwell, W. H.—London, Eng. (deceased.) 4, 5, 6.
Messenger, V. W.—Tremont. Manual Training Teacher. 14.
Miller, Clarence—Stellarton. McGill Univ. 15.
Minard (Miss) C. V.—Brookfield. 8
Moore, E. L., (B. S. A., V. S).—Truro, Prof. of Zoology South Dakota Univ. 5, 6, 7.
Moore, E. F., (M. D).—Halifax. 7.
Moore, T. H.—Lisgard, Eng. 9.
Morse, Rose—Bridgewater. 13.
Morse, E. P.—Paradise. 9.
Morse, Geo. R.—Melvern Square. Agr. Teacher's Diploma. Halifax Medical College. 10, 11, 12.
Moses, Winnifred—South Ohio (teacher.) 12.
McBain, Alexander R.—Meadowville. 12.
McCallum, Hugh—Truro. 12.
McGray, Winnifred—Yarmouth (teacher). 12.

McIntosh, Wilhelmina—Truro. 12.
McIver, John A.—South Cove. 12.
McLean, Daniel—Forchu. 12.
Morgan, Cecil,—Truro (farmer). 12.
Morehouse, F. D.—Sandy Cove (teacher) Masstown. 16.
Moxon, Arthur—Truro. Principal of Willow St. School, Truro. 15, 16.
Mole, Ernst W. (B. A.)—Bristol, Eng. 11.
Morton, Howard A—New Germany. 11.
Murray, Robt. B.—Shubenacadie. 13, 14.
Murray, C. S.—Pictou. 8.
Murray, C. W.—Yarmouth. 9.
Muir, David Jr.—Truro, (Dalhousie Univ.) 16.
Nichols, E. H.— Wolfville. 8.
Nickerson, A. L. (B. A.)—Yarmouth (teacher). 13, 14.
Osborne, N. A.—Waterville (farmer). 9.
Oxner, Bertha G.—Marriott's Cove. (student). 15, 16.
Outerbridge, E. R.—Bermuda. 6.
O'Key, Harry A.—Kentville. 10.
O'Brien, Harold T.—Noel (farmer). 11.
O'Connor, C. Gertrude—Collodon. 11.
O'Brien, Mary—Noel (teacher) Truro. 12.
Porter, B. F.—Truro. 12, 13.
Porter, Anna—Truro. 12.
Potzka, K.—Austria. 14.
Phalen, Margaret T.—Halifax (teacher). 12.
Patterson, Douglas A.—Truro, Manual Training teacher. 16.
Parker, Fred A.—Hebron (farmer). 11.
Peppard (Miss) S.—Truro. 14.
Pitblado, J.—Truro. 3.
Phinney, W. S.—South Farmington, Agr. Teachers Diploma. (Hx. Medical College). 10, 11, 12.
Prest, W. H.—Bedford (Mining Engineer). 9.
Pridie, D. M.—Newport. 7, 8, 9.
Purdy, W. F.—Bear River. 11.
Putnam, Clarence—Maitland (farmer). 7.
Rand, Wm.—Canning. 3.
Purney, John—Shelburne. 12.
Reade, Arthur—Musquodoboit (farmer). 15.
Reade, A. M.—Truro. 14.
Redmond, (Miss) M.—Musquodoboit. 8.
Reinmuth, W. J. G.—Gratz, Austria, (farm Mgr. for B. W. Chipman Milford). 11.
Reinmuth, J. A. A.—Gratz, Austria (mechanic). 11.
Reynolds, Walter L.—Halifax. 12.
Rettie, Ella—Truro. 13.
Rhodes, Hugh R.—Spalding, Eng. 16.
Richardson, Louise V.—Rawdon (teacher) Advocate. 12, 13.
Richardson (Miss) E.—Truro (teacher) Truro Academy. 16.
Richards, Thos. R.—Little Bras D'or, Agr. Teachers Diploma, 14, 15.

Rines, Alfred—Maitland (teacher). 13, 14, 15.
Robbins, William—St. Mary's Bay. 9.
Ross, Alexander—Earltown. 4.
Ross, Willie A.—Hilden (farmer). 10, 11, 12.
Ross, George—Truro. 1, 2, 3, 4.
Ross, —— ——. 13.
Ross, Alexander—Maitland. 14.
Ruggles, Arthur G. (B. S. A.)—Annapolis. Cornell Univ. Agr. Teacher's Diploma. 10, 11, 12.
Rutherford (Miss) N.—Upper Stewiacke. 8.
Rutherford (Mrs.) R.—Upper Stewiacke. 8.
Robinson, Ernest W.—Lakeville. 12.
Stevens, Thaddeus—Moncton. 1, 2.
Stephens, Emma L.—Tennycape (teacher) Wolfville. 12.
Salter, (Miss) H. M.—Newport (teacher). 8.
Sargent J. H.—Barrington. 10.
Schaffner, S. C.—Granville Ferry (teacher and farmer). 11.
Schannahan, Mary—Glace Bay. 11.
Semple, W. H.—Truro. 14, 15, 16.
Shaw, Percy J. (B. A.)—Berwick—Agr. Teacher's Diploma. Principal of Berwick Schools. 12, 13, 14.
Shields, William J.—Bear River. 11.
Skeny (Miss) E. M.—Lunenburg. 8.
Simmons, Arthur G.—New Annan. 5, 6, 7.
Simpson, Francis S., (B. A.)—Halifax. Principal of New Glasgow High School. 11.
Simpson, W. M.—Eng. 10, 11.
Slater, L. D.—Ottawa. Asst. at the Poultry Fatting Station. 16.
Smith, A. W. Leslie—Truro. Principal of Annapolis Academy. 12, 14, 15, 16.
Smith. John Forsyth—Truro. Principal of Mahone Schools. 14, 15, 16.
Smith, D. Herbert—Truro (farmer). 3. 4, 5.
Surrette, Mary F.—Hectanooga. 12.
Smith, Edward (B. A.)—Truro. Teacher in New Glasgow High School. 3.
Smith, J. E.—Halifax (farmer.) 6.
Smith, R. H.—Halifax. 7, 8.
Spencer, A. Gordon (B. A.)—Truro. Chemist for Dominion Iron and Steel Co. 13, 14, 15.
Stirling, Herbert L—Bexley Heath, Eng. 16.
Stuart, F. A.—Antigonish. 9.
Stopford, Eyre—Amherst. 10.
Stewart, Harry—Pictou (farmer) Shubenacadie. 13, 14.
Suckling, W. H.—Truro. 14.
Swaine, J. Malcolm—Yarmouth, Agr. Teacher's Diploma. Asst. School of Agriculture. 13, 14, 15, 16.
Swainson, F. C. J.—Surrey, Eng. 11.
Theakston, H H.—Halifax (merchant). 6, 7, 8.
Thomas, L. S.—Truro. 6.

Truro and district, was started with the large enrolment of 24 students. Much interest was evinced and the class was continued with a good attendance until May of this year.

In July a summer course was held lasting for five weeks. Thirteen teachers attended taking woodwork or cardboard modelling. I shall have occasion later to refer to this class and some of the results from it.

In dealing with the work of the Common Schools my experience in similar pioneer work in England was repeated. While welcoming the new movement, the teachers felt some apprehension that the curtailment of the time spent on the ordinary subjects, by the withdrawal of the boys one whole session per week during their attendance at the Manual Training School, would result in a loss to the general subjects of the curriculum. As elsewhere, their fears proved to be groundless, and after an experience of a year's working, the teachers are unanimously in favor of the "new education." As regards the Academy students, the Principal informs me that they have done better than ever in the Provincial Examinations this year. I have mentioned this point particularly because it is a just and natural apprehension which all teachers feel when the claims of another subject for a place in a somewhat full curriculum are advanced.

I have now to come to what is perhaps the most gratifying feature of the work I have to report on, the spread of the movement for establishing Manual Training Schools through the Province. On my arrival here to take up the work of the Macdonald Fund, I found that the ground had been broken to some extent, and that Manual Training was not, as in the rest of the Dominion, quite unknown. Owing to the efforts of some of our leading educationists, notably, I beg to say, of yourself and Supervisor McKay, of Halifax, the subject had received official recognition. For some years past all the students of the Normal School, male and female, had received Manual instruction under Prof. Russell, and thus many of the teachers throughout the Province already knew something of it. The action of the Council in the spring of 1900 in offering a grant to sections taking up the subject, has, however, been the prime factor in the spread of the movement. The new law caused the attention of teachers and trustees to be directed to the subject and inquiries were made as to the best means of starting such schools and of obtaining teachers able and qualified to undertake the instruction. To meet the demand for teachers the special course of training was, with the sanction and assistance of the Council, instituted in the Macdonald School in affiliation with the Normal School. For this course seven students entered, six of whom graduated on the completion of the full course in July. The seventh did not complete the course, having decided to enter the profession of engineering. The names of the graduates are as follows:

Chas. Bruce.....Shelburne.
Alex. Sutherland .....Earl Town.
Douglas Patterson .....Truro
Vernon T. Messenger.....Annapolis.
Melford Grant .....Yarmouth.
Gerald A Boate.....Selma.

At the moment of writing it would appear that the whole of them will be employed in Manual Training work in the province within the year.

In accordance with our Programme I attended meetings of the school boards of several large towns and gave information as to the cost and methods of conducting Manual Training departments, also of the principles which have led to the widespread adoption of the subject in Europe and America. One of my earliest visits was to Yarmouth, and the school board of that town was the first to decide on the opening of a department of Manual Training for boys. A young man was selected and sent up by the board to be trained as a special teacher of the subject. Later I visited Pictou, New Glasgow, Amherst, Parrsboro, Antigonish, Stellarton and Westville. In most of these places it was decided to take steps to provide facilities for the new subject at an early date. The town of Pictou with its accustomed enterprise in educational matters, was the first town in the eastern part of the province to move, and a splendidly equipped room has been provided there and Mr. Bruce, one of our graduates engaged as teacher. Following the addresses of yourself and my colleague, Mr. Matthews, at the School of Science at Lunenburg, the towns of Bridgewater and Lunenburg decided to take up the subject, and are now engaged in equipping rooms for the purpose. Another of our graduates, Mr. Messenger, has been engaged as teacher and will travel between the two towns.

In this connection I should mention that one of our chief difficulties in starting schools has been the fact that the size of most of the towns did not necesitate the employment of a teacher for his whole time in the work of the Manual Training room. That has been met by two neighboring towns combining, engaging the services of one special teacher between them. In the case of towns where such an arrangement is not possible owing to their isolation, it will probably be necessary to employ a teacher in the ordinary school work part of his time and at Manual Training the rest.

In Wolfville, where a Manual Training School has been in operation for some years in connection with Acadia College, steps were taken to bring the school under the provisions of the Act, and it was arranged that the boys from the public schools should attend. As already reported to you, I visited the school in my capacity of supervisor, and made certain recommendations which are now being carried out.

I have left the city of Halifax to the last, but most gratifying progress has been made there, and it is with much pleasure I have to report that a new Manual Training School is now in process of erection there which promises to be one of the finest in the Dominion. In addition to work in wood for boys and Domestic Science for girls, provision is being made for metal working, a form of manual training very suitable for the older boys The citizens of Halifax are to be congratulated on the way in which the School Board have thus made provision for keeping well abreast of the educational requirements of the times. To Supervisor McKay it must be especially gratifying, for as I have already mentioned, he has been a persistent advocate for some years of the benefits of such training for children, and to him was due the establishment of the first school of the kind in Halifax some 10 years since. I have already reported to you upon that school as existing last year.

I attended the Summer School of Science at Bear River in the autumn of 1900, and also several conventions of teachers during the year, speaking on the subject of Manual Training. In some instances I gave demonstrations of hand work suitable for small country schools. Several teachers have taken up cardboard modelling in consequence, and next year I hope to see a large extension of this form of "hand and eye" training in our rural schools. It calls for few special appliances, and can be carried out in the ordinary school room quite well.

One other feature I have to report upon—the new regulation as to "superior" schools having to be provided with a bench and set of tools. One of the students who attended our short summer course of five weeks, Mr. R. L. Calder, of Port Hastings, C. B., has been successful in getting his trustees interested in the matter, and the school there is now equipped with a first class bench and set of tools. Cardboard work is also to be tried and I shall watch with much interest this new development.

With regard to the last mentioned subject, cardboard cutting, I consider it to be an excellent means of "hand-and-eye" training for small schools. It requires few special appliances, and can be taught with advantage to many of the grades in conjunction with drawing. In its more difficult branches it is an invaluable help in the teaching of "solid" or "descriptive" Geometry, while the simpler exercises are capable of being manipulated by children of 8 years of age.

In conclusion I beg to say, on behalf of the Macdonald Fund, that we are deeply indebted to all who have so willingly helped in the work.

My personal thanks are due to yourself and the officials of the department for the courtesy and ready help extended me on all

occasions; to Principal Soloan and the staff of the Normal School; to Principal Campbell, who, as Supervisor of the Public Schools of Truro has rendered help of which the value cannot be over estimated; and to the School Inspectors, Teachers and public generally for the cordial way in which the new movement has been welcomed.

I beg to enclose herewith photographs of the course of work, school, etc., and have the honour to be Sir,

Yours obediently,

THOMAS B. KIDNER,

Supervisor of Manual Training Schools in Mechanic Science for the Province.

(b) DOMESTIC SCIENCE.

PROVINCIAL SUPERVISOR'S REPORT.

A. H. MACKAY, ESQ., LL. D.

Superintendent of Education.

SIR,—In accordance with your request, I beg to submit a brief report of the work of Domestic Science in connection with the public Schools of the province.

At the beginning of last year the Board of School Commissioners for the town of Truro organized and equipped a department of Domestic Science in connection with their public schools, open not only to the pupils of the public schools, but also to the students attending the Provincial Normal School and to ladies of the town. It was found early in the year that considerable interest was being taken in the work by schools in different parts of the province, and that inquiries were being made for competent teachers of the subject. In order to meet this demand for teachers, a training department was opened in affiliation with the Provincial Normal School and with the approval of the Council of Public Instruction. An additional teacher was appointed, and several lecturers, specialists in their different subjects, were secured to supplement the work of the regular teachers.

The enrolment for the year was as follows:—

Pupils attending the Public Schools, residents of town	211
" " not "	59
" Normal School	204
Ladies other than those enrolled in Public Schools	60
Teachers in training	5
Total	539

Total number of lessons on basis of one two hour lesson per week.

Pupils attending Public Schools, residents of town	4728
" " not "	1120
" Normal School	3874
Ladies classes other than those enrolled in Public Schools	496
Total	10,218

The teachers in training attended full time daily from November to end of June.

The following is the course of study leading to teacher's certificate.

STAFF OF TRURO SCHOOL OF DOMESTIC SCIENCE.

(In affiliation with the Provincial Normal School.)

MISS BERTHA G. TURNER, Graduate of the Boston Normal School of Cooking; Instructor in Foods and Cooking, Economics, &c.

MISS WINIFRED MAUD MCKEAND, Graduate Boston Normal School of Cooking; Formerly Assistant in Montreal School Domestic Science, Demonstrator in Foods and Cooking, Instructor in Laundry, Textiles, Needlework.

LECTURES.

A. HALLIDAY, M. D., Lecturer in Zoology Dalhousie College.—Bacteriology and Biology.

H. V. KENT, M. D., C. M.—Physiology.

W. S. MUIR, M. D., C. M., L. R. C. P. & S. Ed.—Examiner Dal. Med. College.—Dietetics, Diseases, Sanitation.

F. S. YORSTON, M. D. C. M.—First Aids and Emergencies.

W. R. CAMPBELL, M. A.—Chemistry.

MISS YORK, Superintendent Victorian Order of Nurses.—Home Nursing, Bandages and Bandging, etc.

REGULATIONS FROM THE MANUAL OF SCHOOL LAW.

(As amended July 1, 1901.)

REG. 208.—COURSE FOR TEACHERS' DOMESTIC SCIENCE DIPLOMA.

(In the Truro School of Domestic Science.)

(*a*) This course has been established by the Board of School Commissioners for the town of Truro, in affiliation with the Provincial Normal School and with the approval of the Council of Public Instruction, for the purpose of furnishing a thorough training for those who wish to become teachers of Domestic Science.

(*b*) Candidates for this course must be at least 18 years of age, and those who wish to become teachers in the public schools of the province must hold a class B license or a High School certificate of grade XI, with a teacher's pass in each subject. The course of study extends over one year, and includes the following:—

FOOD AND COOKERY: *Demonstration and Practice* (3 to 4 hours daily).—Composition and nutritive value of foods; fundamental principles and processes of cookery; productions of food materials, such as dairy products, cereals, &c.; manipulations of foods, such as flour, spices, &c.; food adulterations; preservation of foods; cookery for invalids and children; table laying, planning, cooking and serving of meals, &c.

HOUSEHOLD CHEMISTRY AND BACTERIOLOGY: (Three hours a week).—This course will include the study of the principal food products, such as sugars, starches, fats, proteids, salts, special attention being given to the changes which these bodies undergo in cooking and the tests applied to them; fermentation, putrefaction, and their prevention by chemical means, sterilization, testing of milk, butter, cheese, water, &c.; corrosive action of food constituents, acids, &c., on utensils; chemistry of fuels and illuminants; lectures and laboratory work illustrating the nature of bacteria, methods of isolation and recognition of species and the part which they play in nature; bacteria of air, water, ice, milk and foods generally; methods of sterilization and disinfection; relation of bacteria to disease.

PHYSIOLOGY, FIRST AIDS AND HOME NURSING: *Lectures and Demonstration* (12 lectures).—Anatomical and physiological outline, care of the body, bandages and bandaging, cases of emergencies and their immediate treatment, some of the common forms of poisoning and their antidotes, general care of the sick.

HYGIENE AND HOME SANITATION: (18 lectures) — General principles of hygiene, dietetics, prevention of the spread of contagious diseases, quarantine, etc., water supply, disposal of waste, heating, lighting, ventilation, healthful furnishings, etc.

LAUNDRY, TEXTILES, NEEDLE-WORK: (10 lectures).—Water, soap,

blueing, starch, irons, etc., removal of stains, care and laundering of table and wearing linen, white and coloured prints, muslins, laces woollens; nature of textiles; needle-work.

HOUSEHOLD ECONOMICS, INCLUDING MARKETING AND ACCOUNTS: (5 lectures)—Care of silver, glass, china, care of furniture, methods of housekeeping, cost of living, buying of foods, keeping of accounts, domestic service, etc.

Students in training will be required to spend part of their time in observing methods of teaching, and in actual practice as assistants in the Domestic Science department of the Truro Public Schools.

The school is open free of cost to all who hold a First Class License or a Teacher's Pass on the Provincial High School Course of Grade XI. Others will be admitted by special arrangement.

The cost of materials in this department will be borne by the students in training. An account will be kept and a statement rendered monthly. The cost per student should not exceed two dollars per month. The materials cooked will be the property of the students.

REG. 209.—THE LICENSING OF TEACHERS OF MANUAL TRAINING SCHOOLS (*a*) IN MECHANIC SCIENCE AND (*b*) IN DOMESTIC SCIENCE.

Licenses for teaching Manual Training Schools referred to in regulation 73, etc.—in Mechanic Science and Domestic Science—will be awarded by the Council of Public Instruction only after consideration of the qualifications of the candidates individually as reported on and recommended by a board consisting of the Principal of the Provincial Normal School and the Supervisors of the Mechanic and Domestic Science schools of the province, who shall present for such consideration the diplomas, certificates or other vouchers of each candidate, demonstrating the proficiency of each in the subjects of the respective courses outlined in the preceding *syllabi* for diplomas, and indicating the general fitness of each to take intelligent and successful charge of such schools. But the graduation certificates of the Macdonald and Truro Schools in affiliation with the Provincial Normal School (Regulations 207 and 208, preceding,) shall be accepted by the Council as satisfactory evidence of candidates' Manual Training qualifications.

This course of instruction as may readily be seen is comprehensive. Our aim is to make it as thorough as possible. Candidates for teacher's certificates are required to complete the full course both in theory and practice and pass satisfactory examinations thereon. They are required to act as assistants from time to time in the Domestic Science department of the public schools, and later in the year to conduct the classes themselves under competent supervision.

Of the five students who entered the teacher's training department, four completed the course and were awarded teacher's certificates.

At the request of the Commissioners for the towns of Lunenburg and Bridgewater, I met with them and gave them the necessary information with regard to introducing the work into their schools. Both towns have since opened departments in connection with their schools, and Mrs. Bertha Putnam, a graduate of the Truro School and a teacher of experience, has been selected to carry on the work in the two towns. Later in the year, at the request of the citizens of Chester, I addressed a public meeting in the School house at Chester on the subject of Domestic Science. The trustees have since opened a department in connection with their schools, and Miss Annie Bool, a graduate of the Truro School, and a class B. teacher, has been appointed to the department. Several other towns have the matter under consideration, and some of them have decided to open next year.

In Halifax, where the Board has been carrying on the work for several years, a new building is now being erected in which excellent rooms will be provided for the Domestic Science department. In Truro, the Board is also providing large and well equipped rooms for Domestic Science in the Academy building, which is now being erected.

Wherever the work has been introduced it is greatly appreciated by parents and pupils alike. The attendance is more regular and as a result all branches of school work are being better done.

I have the honour to be,

Your obedient servant,

W. R. CAMPBELL,

Provincial Supervisor of Domestic Science Schools.

Truro, Dec., 1901.

APPENDIX D.

REPORTS OF THE INSPECTORS OF SCHOOLS.

DIVISION No. 1.—CITY AND COUNTY OF HALIFAX.

G. CREIGHTON, *Inspector.*

SIR,—I have the honour to submit the following report for the past school year :—

Grade.	Population.	Teachers Employed. Male. A	B	C	D	Female. A	B	C	D	Trained at Normal School.	Without Normal Training.	Total.	Total Enrolment.	Average daily attendance.	No. between 5 & 15 not at school.	Grand total days attendance.
1891.	32863		5	10	2		8	80	45	39	111	150	6754	3754	899	674855
1901.	33830	1	5	8	3	2	16	65	66	54	112	166	7335	4064	441	798579
Increase	977	1			1	2	8		21	15	1	16	581	310		113724
Decrease				2				15							458	

Schools were maintained for at least a portion of the year in the school sections in this district with the exception of the following: Mushaboon, Lake Loon, New Road, Cobequid Road and Harrietsfield.

The following sections improved their school rooms by discarding the old desks and replacing them by new and improved furniture: Lower Meagher's Grant, Head Harbor, Goff's and East Petpeswick.

New school houses were built at Black Point, Pennant and Waverly. The school at Spry Bay is comfortably housed in the hall which escaped the conflagration of last year,

The school house at Waverley was destroyed by fire in February last. A new two-room house well furnished and heated by hot air has been built on a site much superior to that occupied by the building lately burned.

The building at Little River has been enlarged. Hereafter two teachers will be employed.

The portion of Sober Island section situated on the mainland was formed into a new section, to be known as Sheet Harbor Passage. Heretofore the children living on the mainland were obliged to cross the Passage in boats. This was very inconvenient and often dangerous. During stormy weather, and also owing at times to the formation of ice, it was impossible to reach the school on the island. A building is in course of erection, which will be ready for occupation early in the present year.

The aggregate attendance each year since the lengthening of the period for which a teacher must be engaged has been very much greater than under the two-term system. When teachers could be engaged for a period of six months many sections were without school during the first half of the year. In 1891 there were 30 sections without school during the winter months. The past year there were seven.

If ratepayers put forth greater efforts than is generally the case to retain the services of successful teachers it would add much to the efficiency of the schools. During the past year there were 158 teachers employed in this division, exclusive of those engaged in the city of Halifax. Of this number 103 were "new to the sections" in which they taught.

There are at present 12 sections each employing 2 teachers: Upper Prospect, Herring Cove, Bedford, Waverley, Little River, North, West Chezzetcook, Grand Desert, Musquodoboit Harbor, West Sheet Harbor, East Sheet Harbor, and Port Dufferin.

There are at least 8 other sections in which two teachers should be employed:

	Enrolment 1900-'01.
Hubbard's Cove	94
Indian Harbor	104
Eastern Passage	106
Hope Ridge	97
Oyster Pond	87
Murphy's Cove	86

The accompanying statistical tables and abstract thereof, together with the monthly reports of visitation, afford detailed information regarding each school and each teacher employed.

I have the honour to be,

Your obedient servant,

G. CREIGHTON.

To A. H. MACKAY, ESQ., L.L.D.,
Superintendent of Education.

DIVISION NO. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

SIR,—I have the honour to submit the following report on the public schools of Inspectorial Division No. 2, for the year ended July 31st, 1901:—

So far as the number of school sections is concerned, the Division remains practically the same as at the time of my last report. No new sections have been formed and no changes worthy of note made in the boundaries. Riverdale Section, South Queens, dormant for years, has been revived and its bounds extended under the name of Glode's Falls, No. 24. Lower Northfield Section, Lunenburg Co., without school for some time, has also resumed work. With the re-organization of these two sections, we have the satisfaction of knowing that every part of the division is within the bounds of some school section and that every section is organized and ready for work. A petition was presented to the North Queens Board for the division of North Brookfield Section, which would result in a new section known as North Brookfield Mines The Board preferred to keep the section intact and open a department in the mining district. Since the Commissioners have now power to unite sections, subject only to the approval of the Council, I hope to see a move in this direction in the near future. Although we have little to complain of in respect to small and weak sections, there are several instances where the union of adjacent sections would be to the advantage of all concerned. In nearly every case the union would mean a graded school in place of two miscellaneous schools.

The number of schools in operation, teachers employed, pupils registered and attendance are given below:—

County.	No. Schools.	Teachers.	Pupils.	Attendance.
Lunenburg	182	195	7476	824280
Queens	60	61	2074	252387
Total	242	256	9550	1,076,667

Owing to a wide-spread epidemic of children's diseases, the attendance is a little below that of last year.

In Lunenburg Co., the schools were open on an average 200 days and in Queens Co,, 194 days, the full term being 215 days.

The proportion of population attending school in Lunenburg Co., was one in 4.2 and in Queens, one in 5. There were 719 children reported as not attending school at all during the year in Lunenburg Co., and 266 in Queens. Of the 256 teachers employed, 73 were Normal School graduates.

CLASSIFICATION OF TEACHERS.

	A	B	C	D	Males.	Females.
Lunenburg Co	7	14	59	115	22	173
Queens Co	1	9	20	31	5	56

Of these 48 taught their first term.
113 remained in same section as previous year.
95 made changes.
121 had taught from 1 to 5 years.
59 " 5 " 10 "
26 " 10 " 20 "
2 " over 20 "

There was an average of about 40 pupils to each teacher.

Salaries were practically the same as last year.

The new school houses in Pentz's, Snyder's and Centre have been occupied for the first time this term, and the improved conditions and surroundings have evidently had a good effect, judging from the increase and regularity in attendance.

A new school-house has just been completed in Eagle Head Section, South Queens, to replace the one destroyed by fire over a year ago. The Chester school-house was also burnt last winter and $6000 has been voted for a new one.

An excellent site has been secured and plans prepared for a six

room building which when completed will supply a long felt want, as the town has had poor school accommodation for years.

The class of school building is steadily improving and the same may be said of premises, furnishings and general equipment. Some sections are still deficient in these respects; the buildings are old and not worth repairing and there is little inducement to pay much attention to the premises, etc. The policy followed in such cases is to use the old building as long as it is fit and then have it replaced by a well furnished modern school house.

The teachers, as a whole, have done faithful work and the schools generally show improvement. This is particularly noticeable in many of the miscellaneous schools where improved classification has shown good results. The teachers find that several grades can be combined to advantage and with a great saving of school time. I find a tendency on the part of inexperienced teachers to promote pupils to the work of a higher grade before they are fitted for it. This evil affects not only the teacher responsible for it but also his successor, who will be blamed for "putting back" the pupils when he attempts to place them in the grade they are really qualified for. As would be expected, the Normal trained teacher shows better classification and manages a miscellaneous school better than the untrained teacher of the same experience.

Table VIII shows that Reading and Language get a large share of the school time, and I think I am safe in saying that, at last, general improvement is evident in these branches.

The fundamental rules of Arithmetic are well taught and in many schools the pupils show surprising quickness and accuracy. In the solution of problems, I fear that many teachers pay too much attention to what they call "writing out according to form" —too much form becomes bewildering. More mental arithmetic is being done every year and with good results.

In writing, sufficient attention is not given to the position of pupil at desk, method of holding pen, etc. If the writing tests at the Provincial examinations were more severe, I think we would have much better penmanship, in the higher grades especially, for as a general rule from the VII grade up, the writing is left to take care of itself.

Many teachers complain that the text book of Canadian History is too cumbersome and full of detail and the style generally unsuited to 7th and 8th grade pupils. Geography is more intelligently taught than formerly. In some schools the text-book is used for reference only.

Drawing has received a very fair share of time and attention for a number of years, but I cannot say that satisfactory progress

has been made. In nearly all schools, music or calisthenics or both relieve the monotony of school work.

A great weakness in the schools the past year was the large percentage of young and inexperienced teachers, girls sixteen years of age. The granting of a Provisional License, only on the recommendation of the inspector, should remedy this to some extent. It is to be hoped that conditions will soon allow the age for *any* class of license to be raised to eighteen.

It seems to me that with very little trouble our miscellaneous schools could be classified according to the class of teacher required. What I mean, is to divide them into three classes according as they require B., C. or D. teachers. Without going into details, I think the advantages of such an arrangement from an educational standpoint are obvious and would also, I feel sure, work out to the teacher's advantage in point of salary. In this connection, the part of the Municipal Fund paid to section on account of teacher might be apportioned according to the class of license held by teacher on much the same scale as the Provincial Grant is now paid.

In making up the Municipal Fund distribution sheets from year to year, I am struck with what appears to me an unfair division of the same. We find sections with large miscellaneous schools drawing as much as 60 per cent. more than the average amount of Municipal Fund per section. Many of these sections employ the lowest class of teacher at the lowest rate of salary. Besides, as a general rule, these sections have a large number of poll tax payers and a large property valuation. The result is that there is really no sectional tax for school, as the poll tax and Municipal Fund more than meet the expenditure. To give an example, a section in this division last year had 75 poll tax payers and drew $65 of Municipal Fund, thus having *without any sectional tax*, $140 to meet a salary of $110 and other small current expenses. How would it do to recognize class of accommodation and class of teacher as well as attendance in the distribution of Municipal Fund?

This division was fortunate in securing the late session of the Summer School of Science, which met in Lunenburg, July 23—Aug. 9th. The attendance was large, registering nearly 400, and in many respects was one of the most successful sessions in the history of the school. A large number of our teachers were in attendance the whole session and returned to their schools feeling that they were well repaid for their time and expense.

With many, it was the first opportunity of receiving instruction in Drawing, Botany, Music, etc., as well as coming in contact with some of the best teachers in the Maritime Provinces. I feel that the Summer School has been a great benefit educationally to Lunenburg and the neighboring towns and the division generally, and take this opportunity of thanking the Lunenburg and Bridgewater

School Boards and other friends for the handsome manner in which they entertained the school.

I know you will be pleased to learn that the School Boards of Lunenburg and Bridgewater have taken another progressive step in establishing (Mechanic and Domestic Science) departments in connection with the public schools of the towns. Suitable rooms have been completely fitted and teachers engaged who will divide their time between the two places. The deep interest taken in this, an entirely new departure, by the school authorities and parents generally, show probably better than anything else, our educational advancement.

Chester has provided for a Domestic Science department in the new building and about $400 has already been raised for equipment. Chester and Mahone Bay could employ a Manual Training teacher very well between them, and it is more than probable that schools will be opened in these places before long.

The official correspondence is increasing from year to year, and with the regular clerical work of the office takes up a large portion of my time, so that sometimes I fear I may not be able to overtake all the work of inspection.

In conclusion, I must refer you to the tables and abstracts already forwarded for more detailed information.

Your obedient servant,

H. H. MacIntosh.

To A. H. MacKay, Esq., LL. D.,
Superintendent of Education.

Division No. 3.—YARMOUTH AND SHELBURNE.

James H. Munro, *Inspector.*

Sir,—If anything were needed to show the accuracy of the statistics forwarded to the Education office, we have it in the fact that tables compiled from so many sources bear results with small variations fram year to year. Take the pupils attending school in Yarmouth county. In the year ending July, 1900, 5,157 were registered, while in the past year the attendance was 5,246, a difference of 89 in the whole county. In Shelburne county 3,341 were registered in the former year, and in the year just closed 3,257, the difference being 84, that is, a comparison of the aggregates of the two counties for two years allows a difference of only five pupils.

It is hard to explain why Shelburne should show a falling off, as all the schools were open, and they worked on an average nearly full time, or, to be exact, 210 4 of the 215 days in the year. It is equally surprising to find an increased attendance in Yarmouth county, where two large schools were closed, and the average time to a school was 205.8 days. The vacant schools were of course North and South Belleville. The attitude of these sections is unchanged and seemingly unchangeable. They insist on a reversion to the boundaries which existed up to March, 1899, when two sections comprised the whole territory known as "Belleville;" on the other hand the ratepayers of the middle section insist on maintaining the third school. The people in the north and south are resolved to keep their eyes shut to the fact that they and the ratepayers in the centre will no more co-operate than water and oil will blend. The special legislation uniting the three sections has made matters worse, for now the three divisions are each without a public school.

It has long been with me a strong desire to see a school house in every section In Shelburne county there is only one without a school—MacNutt's Island—and to see it in the distance, knowing it has no school, makes one feel sad. Last winter I opened correspondence with a ratepayer who professes to be anxious for a school, but while anxious himself he cannot vouch that his fellow-ratepayers are like-minded. It must be admitted that there are difficulties in the way—a very sparse population, and consequently few children, and boggy roads. Still, I have not abandoned hope, and imagination pictures a suitable little school house in view from the mainland.

In Yarmouth county there is a similar case, namely, Morris Island. This is a larger island with considerable population, but very disadvantageously situated for supporting a school—here and there a group of families, with no connecting roads. Indeed there is no road on the island worthy of the name. Mr. A. D. Porter, chairman of the Board of School Commissioners for the district of Argyle, visited the people once and again, and with his co-operation roads are being built. Mr. Porter speaks hopefully and feels assured that when there is passable communication between the settlements a school house will be erected.

In Argyle District two or three sections have received notice from the commissioners that they must make provision for a graded school. At Hubbard's Point and Sluice Point, French sections, there is plenty of material for two departments.

And now I am reminded that an amendment is needed to the school law. I think that the existence of a graded school should not be staked on the precarious action of an annual meeting. I know a section that went to large expense to reconstruct a room and provide apparatus and modern furniture, and hired a class B

teacher for the advanced department. At the next annual meeting a majority of the ratepayers would vote funds for only one department, and thus the education and training of 70 children are committed to one teacher. I hold that the law should interpose here and protect the children in the enjoyment of their privileges. Why should a few Rip Van Winkles have the power to place things just as they want them, and supersede the intelligence of the section with their antiquated notions? One teacher is powerless to benefit so many children; if he does his duty to the senior pupils the smaller ones are neglected, and if the latter get a proper allowance of attention the former have little encouragement to come to school at all. This leads to another thought. In the town of Yarmouth the law has taken out of the hands of the ratepayers the right to vote money for the schools, and has transferred it to commissioners who have been appointed, some by the town council and some by the Government, and yet no one complains, and the schools do their work well. Why, then, should people no better qualified to judge in such matters have this right? Facts show that some responsible board should determine the character of the school, and that it should not be left to a chance vote.

I used to write in a hopeful way of the improvements which were in prospect at Clark's Harbor, and intimated that the accommodation would be first class. I have now to acknowledge that I made a miscalculation, for no improvements have been made up to date. Some of the rooms are crowded to excess. In the lower primary four or five children are placed at one desk, and there they sit cheek to cheek in defiance of the laws of health. Though the windows of the room were open a wave of hot air struck my face when I opened the door. This is the more inexcusable as Clark's Harbor is a prosperous town, and in a territorial sense the section is not large—only two miles long For myself I feel no responsibility, for I have done what I could to insure a better state of things. The School Commissioners will now have to try their powers. At my last visit to Sable River I suggested to the trustees that the school-house had served its day and that a new building was needed both for the comfort of the pupils and as an expression of the intelligence and circumstances of the people. The recommendation was acted on at the annual meeting, and a sum of money voted which will go a good way towards meeting the cost of the new building. Many people even in the county, have no idea of the fertility and beauty of this place. It is emphatically the garden of Shelburne Co. To Black Point Section No. 24, I owe no good will for it has proved me a false prophet. Instead of the new building being finished and occupied, it stands just as it was a year ago.

Port Maitland ratepayers have made an expensive but necessary change in their school-house. They have raised the roof to the height of a second story and made room for two large apartments, only one of which will be required for present use. The building looks well and is a great improvement to the place.

When defects exist in schoolhouses, there is a reasonable expectation that the ratepayers will some day repair them, or even erect a new school house. But to effect improvements in school grounds and to enclose them with neat fences is my hardest trial. Not that something is not being done, for every year sees an addition to this kind of improvement, but the work goes on slowly and much effort is necessary to get that little done. Sometimes a surprise is in store for the Inspector, when he comes to a school .when a neat fence, cleaned grounds, good gates, and perhaps a painted school-house greet his eyes. His experience is not at fault for he knows that "a reformer" has appeared—that a live man has been elected trustee, and impressed with the idea that there is something for trustees to do, he sets to work, and the change indicated is the result. People seldom object to proper outlay in connection with their school-house and its grounds, but some one must take the lead.

One might conclude from what one sees in print that teachers are far in excess of the demand everywhere in the Province. That is not true of this Division. In the holidays there is so much hustling for places the view is natural that there are many teachers for each school. But when the schools open, trustees who have been dilatory experience much trouble in finding teachers There are at least half a dozen to whom D provisional licenses had to be issued, although I believe that in every case efforts were made to secure a teacher with permanent license. Besides these we have quite a number who have come from other divisions—some of them on account of their competence a credit to the places they have come from

Here the question may not be inappropriate. Has elevating the standard of scholarship improved the quality of the teaching? In my opinion great improvement has resulted. With a better education there is a larger knowledge of the subjects to be taught, the ability to grasp and apply the suggestions of experience, the aim to make instruction attractive and practical and I think I may add too that there is a better knowledge of human nature, and some other ways are chosen for the government of the school. Above all, it has shut the door on a class of dullards that were utterly useless after they received a license to teach.

A reference to the tables will show that Normal School graduates are becoming more numerous. I always expect a better service from them and I encourage young people to take a term there. Granting that they have some natural fitness for teaching and ambition to do good work, at the Normal School they will get comprehensive ideas of the work and instruction and practicing the best way of doing it.

A few teachers have made a beginning in the way of providing a library. To Miss Flora Turner, Pubnico Head, is due the distinction of having made the first move. The library is small but it is

good as far as it goes. At Lower Woods Harbor, the principal, Mr. D. F. McLeod, with the help of the people purchased eighty dollars worth of books, which are classified in a handsome extension case.

Mr. MacLeod added much to the chemical and other apparatus, and brought the school to an efficient condition. Some of his pupils at the last examination took eleventh grade certificates. Besides, he was helpful to the teachers in the other rooms especially in nature work In the intermediate room taught by Mrs. Huestis, I saw bottles of water in the window which were objects of great interest to the pupils watching from day to day the changes which were going on, as the tadpoles were taking on the form of the frog, and the mosquitoes were quiting the water to begin their ærial existence.

I wish I could recall all the schools in which I saw new chemical apparatus and cabinets, and to omit some would savor of unjust discrimination. It is plain that if schools are to have libraries and the varied apparatus necessary for present day teaching, teachers must bestir themselves. In most cases the people will co-operate and adopt the plan of work originated by an energetic teacher.

Large classes continue to come up to the provincial examinations. Of 135 candidates that were enrolled at Yarmouth Station, only four failed to attend, and they could give a good reason for their absence. Occasionally the complaint is made that pupils have to study too hard to meet the requirements of the standards. Parents seem to forget that there is no cast iron rule in regard to the time for mastering a grade, nor is there compulsion to attend the examination at all. If a pupil is delicate in health or slow in acquiring there is nothing to prevent his taking two years to do the work of his grade. In the presence of so much fault-finding it is a wonder the examinations are so popular. The explanation is that the young folk prize the certificates and they work to possess them.

Another cause for fault-finding among some teachers is the *style* and *bulk* of the new history of Canada. They allege that the one is too difficult, and as to the other, that there is not sufficient time to cover the ground. I may have been influenced by these views until I saw there was a way of teaching the book which overcame these objections. In the advanced department at Clark's Harbor, taught by Mr. A. D. MacInnis, pupils showed a remarkable knowledge of history, and though the class was young, some being sixth grade pupils, they have mastered nearly the whole book. There was no "rabbling" of paragraphs, but events to which allusion had been made were described in sentences of their own making, and the locality was readily indicated on the map. The method adopted was simple enough Several pages were assigned as a reading lesson, events were talked over as the reading progressed, and the pupils were helped to discriminate between what was of first and of only secondary importance. I hope that some teachers who read

this page may find in it a useful suggestion. I may add that in two or three other schools a similar plan was followed with equally good results.

Before closing I must say a word about the buildings in Yarmouth town. They never looked better. The commissioners have lately dressed them with a coat of paint and made other repairs, and they now stand fresh and stately as when they were first opened. And the grounds and everything about them are neat and trim and attractive The County Academy with its environs is the remark and admiration of all comers. Its handsome terraces, pretty walks, shaded lawns and rare trees vocal with nature's choir, are suggestive of the Academia where Greek masters taught and expounded their philosophy.

These schools are occupied by 29 teachers, some of whom have given 12 or 15 or even more years' service. I do not think that the remark is invidious when I say that I consider them the best teachers. Their enthusiasm never burns low. Making use of every available means of improvement, they are abreast of the times, and their schools are models of good discipline and modern teaching. Elsewhere we find occasionally a teacher of this stamp and equal experience, and notably in Shelburne town and Lockeport schools. Let no one think that I undervalue the work of younger teachers. Indeed one of the hopeful signs of educational progress is the ability and attainments of the young people who are making teaching their calling.

Exclusive of Belleville, I can report good prospects along the whole line.

With sentiments of profound esteem,

I have the honour to be

Your obedient servont,

JAMES H. MUNRO.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 5—DIGBY AND ANNAPOLIS.

L. S. MORSE, M. A., *Inspector.*

SIR,—I have the honor to submit the following brief report concerning the public schools of Inspectorial Division No. 4, during the year ended July 31st, A. D. 1901. The Tables of Statistics compiled from the Annual Returns are forwarded herewith, and they furnish facts which need not be reiterated in this report.

There are no sectional changes to be reported. No new sections are required, and no changes in the boundaries of sections were made. Two or three sections could be dispensed with and their areas absorbed into adjoining sections without any detriment to the inhabitants educationally, and to their benefit financially, if the people could be made willing for the change. Effort has been made to bring about these changes, but thus far without success.

Of the 188 sections into which this division is divided, twelve only were without schools during the year. The reasons for having no schools in these sections are given in the special report which is forwarded herewith. From that report it will be noticed that a few of these sections should have had schools, while the remainder could not be expected to maintain schools under the circumstances stated. In Freeport and Meteghan sections an extra department was added to the graded schools therein. In Clementsville section the miscellaneous section was graded into two departments, while in L'Equille and Beaver River section, miscellaneous schools were in session instead of the graded schools formerly maintained.

School-houses have been condemned in Forest Glen and Dalhousie Centre sections, and new buildings are being erected to supply their place In Fundy section also some effort is being made to provide school accommodation, but the apathy of the African population of that section is difficult to overcome. In a few other sections quite extensive repairs have been made On the whole the school accommodation of the division, while not showing a marked improvement, has not deteriorated.

In the matter of apparatus no schools can be reported as being equipped to the full extent required by Regulations of the Council of Public Instruction. A gradual improvement, however, may be reported.

Fifty-two sections were classed as poor sections and as such were entitled to the extra grants. *Eleven* of these were without schools during the year for reasons given in the special report on sections without schools. A few other sections were given permission to maintain schools for less than the full year, and two or three were closed part of the year owing to unavoidable causes.

Four hundred and ten candidates applied for admission to the Provincial examination at the various stations in this division, being seventy-four more than the number making application last year. The majority of these candidates came from the County Academies and graded schools. A considerable number however, were prepared for examination in the miscellaneous schools, the teachers of which in consequence thereof had more work thrust upon them than they could successfully accomplish. Such teachers are naturally anxious that their pupils should acquit themselves with credit at the examination, and as a necessary result the common school grades in these schoo's cannot receive due attention. No teacher can successfully instruct eleven grades as is sometimes required to be done in miscellaneous schools. In such cases some pupils must be neglected.

It is a well established truism that "the teacher makes the school." No teacher can be successful unless possessing knowledge, which is to some extent determined by the Provincial examinations, and in addition thereto natural aptitude for the work which no amount of training can supply but which it may improve. The teachers of this division have the necessary knowledge and many of them have the skill and tact necessary for their work. Comparatively few are lacking in the latter particular. As a result the schools but with few exceptions were in a creditable state of efficiency during the year.

The total number of pupils enrolled during the year was 9,259, being 172 *less* than the number registered last year. The number registered between five and fifteen years of age was 8134, being 173 *less* than the number enrolled last year. The number of children between five and fifteen years of age reported *not at school* in sections having schools was 510, being 37 *less* than the number so reported last year. The average daily attendance was 53.9 per cent. of the number enrolled. The percentage last year was also 53.9. From the foregoing figures and from comparison with previous years it is evident that the Optional Compulsory Attendance law, which has now been adopted by 125 sections in this inspectorial division, has had no effect in increasing the attendance of pupils. I am not aware that any effort has been made to enforce the law. If such an attempt has been made it has not come to my notice.

Phenological Observations were recorded by a fair percentage of the teachers whose reports classified as directed have been transmitted to you. The effect produced upon teachers and pupils in making these observations has been beneficial in producing a greater love for nature and in cultivating the powers of observations. I am pleased to notice that one page of the new register, as was recommended in my last report, is now arranged for this work, and that teachers now have the means of beginning practical work in this direction at the opening of their schools.

The meetings of the 22nd annual session of the Teachers' Institute of the Inspectorial Division was held in the Academy Hall at Digby on the 3rd and 4th day of April. About one hundred and twenty-five teachers were present, including contingents from Yarmouth and Lunenburg counties. Among those not belonging to this Division who attended the Institute may be mentioned Inspector MacIntosh and Principal McKittrick, of Lunenburg, Principal Trask, of Yarmouth, and Dr. Hay, of St. John, the editor of the *Educational Review*. Those gentlemen took a prominent part in the meetings. The following programme was presented, viz.:—

1. A Solution of the Text-Book Problem..Prin. C. M. Gormley.
2. History in the Public Schools.....Prin. H. B. Hogg.
3. The Moral Influence of the Teacher....Miss Elsie M. Best.
4. Something in Physics (Lesson).....Prin. A. C. Harlow.
5. Beginings in Nature Study and Literature.....Dr. Hay, Editor "Ed. Review."
6. Some Ideals in Public School Education.Prin. E. H. Cameron.
7. Some Points in Elementary Science.....Prin. Lenfest Ruggles.
8. Supplementary Reading.....Prin. O P. Goucher.

The meetings were interesting and profitable and were much appreciated by all present. As a more extended notice of the proceedings will be forwared by the Secretary of the Institute for publication in the Report on Education further comment is unnecessary.

Eight teachers only sent in reports respecting the observance of Arbor Day, and an equal number reported Empire Day proceedings. I have reason to believe, however, that these days were appropriately celebrated in very many of the schools.

The County Academy at Annapolis was taught for forty-two days at the beginning of the year by Principal John N. Creed, who was succeeded for the remainder of the year by Principal Gormley, The enrollment during the year was forty-four, with an average of 26.6 daily present. Forty-three of these were full regular students. The fine accommodation now provided for this Academy, with the creditable supply of apparatus, renders it possible to do excellent work. The results of the Provincial Examination will doubtless show that good work was done. From the annual report of the Academy it appears that none of the commissioners nor any other persons other than the Inspector visited the institution during the year.

The County Academy at Digby was taught by Principal H. B. Hogg. There was a registered attendance of thirty-seven pupils, all of whom were taking the full course of study for their respective grades. The average daily attendance was 23.5. The Principal was assisted in his work by Mr. N. W. Hogg, the teacher of the Preparatory Department, who gave instruction in most of the

important subjects to the pupils of Grade IX, in addition to the regular work of his department. The results of the Provincial Examination will show that satisfactory work was done during the year. In addition to the Inspector, three other persons only were reported as visitors during the year.

The County Academy at Church Point, in Clare, was presided over by Mr. D. F. McDonnell, as Principal. The conditions under which the work of this Academy was performed, differed in no material respect from those of former years. The Principal was assisted in his work by the Professors of St. Anne's College, in which the class-rooms are situated. The division of labor thus secured rendered it possible to achieve more satisfactory results than could have been accomplished by one teacher. The registered attendance of High School pupils was *twenty-three*, all of whom were taking the full regular course of study for their respective grades. The very high average daily attendance of 20.6 is accounted for by the fact that nearly all the pupils resided in the college building. No visitors to this Academy except the Inspector are reported in the Annual Return.

The loss which this Academy sustained by fire two years ago, in which the building and all apparatus therein were destroyed, was a serious blow to this Institution. A better building has now taken the place of the old one, and the apparatus is being rapidly replaced. The chief limitation to the usefulness of this Academy is the fact that females are excluded from its classes, and largely in consequence of this, the supply of teachers for the French schools of Clare is not sufficient for the demand.

In order that none of the French schools in Clare might remain closed during the year, it became necessary to request the issue of *three* permissive licenses. It is quite probable that the issue of these would not have been necessary if females had been accorded full access to the privileges of the Clare Academy. It is pleasing to note the large reduction in the number of these licenses in comparison with previous years.

As the Special Visitor will report upon the French schools it will not be necessary for me to make a particular reference thereto. It will suffice to say that a gradual improvement is apparent in consequence of the scholarship of a majority of the teachers now employed being much better than that of many engaged in the work a few years ago.

All schools were inspected once during the year, with the exception of those in Virginia Section, No. 30, in the District of Annapolis West, and in Eastern Section, No. 28, in the District of Clare. The trustees of these sections were permitted to engage teachers for the first and last quarters of the year only. Their schools closed at the end of the first quarter before my visit of inspection, and they

did not open again in the spring, as was expected. They were, however, in charge of teachers who had had two or more years experience, and had done creditable work in other sections. The Notes of Inspection for the year will give detailed information concerning each school visited. Several schools were visited twice during the year.

Two or three cases of small pox occurred at Church Point, in the District of Clare, during the winter. In consequence of the prompt action of the Provincial and Local Boards of Health the disease did not spread. Several schools, however, within a radius of five or six miles of the infected locus, were closed for a time by order of the Board of Health.

In former reports reference has been made to the advisability of mailing the *Journal of Education* to teachers instead of trustees. Sometimes weeks elapse after the issue of the Journal before teachers can get it, and in some cases they never see it. As the new Registers now contain the general prescriptions only of the Course of study, and as teachers are directed to the Journal of Education for the particular assignments for each grade, it is of greater necessity than formerly that the Journal be placed in the hands of teachers as soon as possible after its issue. I would, therefore, recommend that the regulations be so amended as to authorize the mailing of the Journal direct to teachers employed in each section with instructions for them to preserve the same in the school room for the use of trustees and teachers. In case no teacher is employed in any section it could be mailed to trustees.

Regulation 114 which is now in force in its amended form for the first time, and which affects the issue of D Provisional licenses for the ensuing school year, has proved to be a source of trouble to us, and I presume to other inspectors also. It is no doubt intended that trustees should not engage a teacher who is entitled to a D Provincial license only unless teachers of permanent class are not to be found. Experience has shown that applications for these licenses based on the certificates of trustees as required by the regulation have been made when plenty of regular teachers were available, and could have been found if trustees had taken the trouble to look for them. It is advisable, therefore, that the fourth condition of that regulation be amended in order that the intention of the C. P. I. may not be frustrated.

I have the honour to be, Sir,

Your obedient servant,

L. S. MORSE,

To A. H. MACKAY, LL. D.,

Superintendent of Education.

FRENCH SCHOOLS.

DIVISIONS NOS. 3 AND 4—YARMOUTH AND DIGBY.

REV. J. J. SULLIVAN, *Special Visitor.*

SIR,—I herewith respectfully submit my Annual Report of French Schools in Clare and Argyle for the year ended July 31st, 1901.

The general condition of our French schools indicates a move in the right direction in matters concerning education. The scholars in these districts shew a great aptitude, and were they permitted to attend school for a longer period than a great many of them are at present, very beneficial results would accrue. As a general rule the French child begins school as soon as the law permits his registration. The fact to be deplored, however, is that he leaves too soon, very often just at that age at which a child may be reasonably expected to absorb the instruction imparted to him.

This is particularly true of the boys, who begin to think of "giving up" school at or about the age of twelve years.

Of course we find many boys that are still sticking to their school desk, but, unfortunately, they are the exception.

Notwithstanding the early departure of boys from our schools the attendance during the past year was good. The daily average attendance was even greater than that of the preceding year, being about 65 per cent.

If the law of compulsory attendance was enforced throughout the entire province in the same diligent manner in which it is in the city of Halifax, better results would be possible.

The next best thing to encourage good attendance, be it deemed not advisable to apply the compulsory law, would be to invent some effective antidote which would arouse the trustees from their lethargic indifference. Certainly, in the majority of sections, the time and energy given by these responsible officers to their duties as such, detract a minimum quantity of time and energy from their other obligations of life.

The school buildings in the District of Argyle compare very favorably with those in country sections throughout the province.

The same, however, cannot be said of those in the district of Clare. The attention of the Trustees has been called time and time again to the poor condition of their school buildings at Salmon

River, and it is to be hoped that immediate steps be taken to make the necessary repairs as recommended.

The school house at Cape St. Mary is a neat little building, but is, unfortunately, too small. Its proportions were too diminutive at the outset.

South Theriault is greatly in need of a new building, and we are assured steps will be taken for its construction at once.

Bear Cove and Cheticamp should form but one school section. At present the building in each of these sections is an unserviceable affair. The interests of the children of Bear Cove and Cheticamp demand that these two sections be united, and that a good modern building be erected on some central site. At present the buildings are not two miles apart, with a total registration of 60 pupils, 35 at Bear Cove and 25 at Cheticamp.

The general tendency of opinion along these shores seems to favor a multiplicity of school sections. Such a system cannot be considered advantageous unless proper support be given sections when created. More graded schools and less miscellaneous ones would effect better results, even if the children be inconvenienced to the extent of half a mile or little more. A very fair settlement has been made by the Legislature to bridge the difficulty, for some years *sub judice*, in Belleville, and it is to be hoped that the children in the new sections will be no longer deprived of an opportunity to obtain an education. Were the interests of these scholars alone considered, the doors of these school houses would have been thrown open long before this. If Ate would remain at home, difficulties of this nature might be easily and readily adjusted.

As a general rule the classification of scholars throughout this district is good. The method, however, of promoting pupils exclusively according to their proficiency in reading, is a dangerous one, and liable to engender serious difficulty for the scholar as well as great annoyance for the teacher. Good reading is a very desirable quality in a pupil, but we must not lose sight of the fact that there are many apt scholars who, through nervousness or some other cause, never make good readers, though they excel in other branches. Classification based upon a certain percentage in all branches is by far the best. The most noticeable inequality among pupils in the same grade is in arithmetic.

The fact that the present system of public instruction does not profess to be technical should not prevent the devoted teacher from making careful psychological observations in the class room, which him to develop those intellectual facilities he finds most s pupils.

Such a study would be very interesting to the teacher, as well as productive of beneficial results to those under his care.

This is particularly true regarding subjects in the primary departments, for to properly train the child-mind the teacher must master its manner of thinking.

Our French children are remarkably neat with pen and pencil. In many schools specimens of those two useful arts, writing and drawing, may be found which compare very favorably with those of pupils in the same grade throughout the province.

We are still hoping to have our present reading books supplanted by something better. Our remarks on this important subject made in a previous report still hold good.

We have still to contend with one great difficulty in Clare, one which necessarily impedes progress and prevents our schools attaining that degree of usefulness which would be possible under more favorable circumstances. I refer to the granting of "Permissive Licenses." As long as this custom prevails, just so long may we expect our schools to trail along in the wake of educational advancement. I do not wish to imply that the work done by those holding such licenses is of no value. A little observation will disclose the fact, I am sure, however, that such privileges frequently granted must have a deteriorating effect upon the duly qualified members of the teaching profession. Advantage is too often taken of the "permissive" favor, and little or no effort is made to secure the services of a regular teacher, for the sole reason that one holding a permissive may be had at a "more reasonable" rate. This privilege, which might more logically be designated an abuse, kills all ambition among teachers, as their services become less necessary and in consequence less appreciated. The permissive license has reduced salaries to a minimum and as a result the teaching profession is being abandoned by many.

History is not receiving the attention its importance demands, and as a rule the children are deficient in this subject. Perhaps if made more interesting in class it would be regarded by our scholars as something more than a mere concatenation of dry facts and dates.

More time might also be profitably devoted to Nature Lessons. Many of our teachers treat this subject in a very perfunctory manner.

The second meeting of the French Teachers' Institute was held at West Pubnico on May 16th and 17th, and was very well attended. During its sessions many questions of importance were brought up, and discussed in an earnest and intelligent manner. Among the resolutions framed, there is one which deserves more notice than

the others, by reason of the important part it will play in the future economy of our schools: it is that relating to salaries. Hitherto many complaints have been made by teachers losing their class simply because some confrere saw fit to tender his services at a reduced salary. To amend such a state of affairs, and prevent similar breaches of professional etiquette, it was resolved: That no teacher (holding same license) should accept a school at a lower rate of salary than that commanded by his predecessor, in any section. The teachers, one and all, are to be congratulated upon their efforts in making this, their second meeting, a grand success.

The following papers were thoughtfully prepared and read:

1. L'Histoire ..... MR. RAYMOND D'ENTREMONT.
2. L'Assistance A L'Ecole ..... MR. ALVERY ADAMS.
3. La Lecture Et Les Livres De Lecture . MISS LEONICE BELLIVEAU.
4. Le Francais Dans Les Departments Primaires..... MISS EMILLIE AMIREAU.
5. La Composition ..... MISS MARY ALLEN
6. Le But De L'Institut..... MISS HELENE AMIREAU.
7. La Lecture ..... PRIN. W. F. MACDONALD.

On the evening of the 16th a public meeting was held in the C. M. B. A. Hall, which was packed to the doors, whilst over one hundred persons were unable to gain admission.

General regret was expressed that we were deprived of the privilege of hearing the Superintendent of Education lecture on that occasion.

Interesting speeches were made by Revs. Ed. LeBlanc and D. J. Summers.

A very pleasing feature of the evening was a musical and literary entertainment given by the pupils of Middle, and Upper West Pubnico, under the direction of Miss Emma McCarthy.

The enthusiasm shown by the large audience present at that meeting indicated a true and deep interest in educational matters and must have convinced the members of the Institute that their efforts in behalf of our Acadian children are highly appreciated. Such earnest demonstrations should inspire the Institute with great courage to make even more strenuous efforts in the future to extend its influence and bring about those happy results of which such an Educational Association is capable.

The next meeting of the Institute will be held at Meteghan.

I have the honour to be, Sir,
Your obedient servant,
J. J. SULLIVAN.

DR. A. H. MACKAY,
Superintendent of Education.

DIVISION No. 5.—HANTS AND KINGS.

C. W. ROSCOE, M. A., *Inspector.*

SIR,—I have the honour to submit the following report of the schools in my inspectorate for the year ended July 31st, 1901.

As compared with the reports of others, I conclude my report for 1899-1900 was much too long. I shall, therefore, aim in this to be as brief as possible consistent with bringing to your notice the most prominent features of the year's work. I shall also keep in mind that I have reported to you monthly during the year, and I am now sending my quota of statistics gathered from the teachers' reports.

Below will be found a table, affording at a glance the vital points of what most people care to see in figures in a report.

I will supplement these as follows :—

1. There were in operation in this inspectorate thirty graded schools, representing eighty-six departments. Of these ten, with thirty-two departments, were in West Hants, six, with thirteen departments, in East Hants, and fourteen, with forty-one departments, in Kings.

2. Lakeville enlarged its house and graded its school into two departments during the year.

3. Five more teachers of Class A and nine more of Class B were employed than last year.

4. Mr. Percy J. Shaw, of Berwick, and Mr. James A. DeLancey, of Lower Canard, competed for and received the grant for teaching agriculture.

5. Four A teachers received the highest grant, one the second and four the third for that class. Others of Class A were employed who had to be content with the B grant. Their schools were not superior in all respects. The deficiency in almost every case was due either to inferior school buildings, untidy and unimproved school grounds, lack of maps, apparatus and other suitable equipment for doing the best kind of work, or to all of these combined. It seems not quite fair for a section to engage an A teacher and then fail to fulfil the conditions to enable him to secure the highest possible grant. They thus discredit both section and teacher. Some sections are preparing for the A grant.

6. A new school house has been built in Prospect, Kings county, and another in West Branch, Falmouth, Hants county, to replace houses lost by fire. Both sections had six months' schools. The latter has been without school for five years. South Waterville, Kings county, a new section, has a new house nearly ready for use, They expect to have school to begin about the first of September.

7. The house in Australia section was destroyed by fire during the past winter. It was a very weak section, having only $2,300 assessable property. There were also but few children. All the ratepayers except three petitioned the Board of School Commissioners to set them into some of the adjoining sections. The Board therefore disorganized the section and transferred all to other sections. I am of the opinion that a few other sections might be treated in the same way to their advantage.

8. The school in Dawson Road Section, West Hants, was re-opened and maintained throughout the term, after a lapse of five years.

9. The North Beaver Bank Border Section has, with sanction of the Inspector of Halifax and myself, decided to build a new school house in the Halifax part of the section, and a house is now in course of erection.

10. A new school house is being built in South Noel Road section, East Hants.

11. The observance of "Arbor," and "Empire Day" was general, and the teachers sent many good reports of the work done.

12. A few teachers prepared ground and planted school gardens and made good use of the plants at the various stages of growth to illustrate and teach plant life, etc.

13. A Manual Training School has been conducted with good results throughout the year, in connection with public schools of Wolfville. About fifty pupils attended. Arrangements are being made to establish a school of domestic science in connection with the same school for the incoming term. A few sections are moving in the direction of Mechanic Science and Domestic Science schools. The expense of establishing such schools seems to be beyond the average section.

SCHOOLS.

COUNTY.	No Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants.....	126	136	4,738	518,233
Kings.....	129	137	4,949	501,993
Total, 1901....	255	273	9,687	1,020,226
" 1900....	254	280	9,762	1,080,961
Increase	1	..	..	.....
Decrease.....	..	7	75	60,735

TEACHERS.

COUNTY.	A.	B.	C.	D.	Male.	Female.	Total.
Hants	6	26	58	46	16	120	136
Kings.....	10	35	46	46	21	116	137
Total 1901..	16	61	104	92	37	236	273
" 1900..	11	52	105	102	46	234	280
Increase....	5	9	..	..	..	2	..
Decrease ...	..	..	1	10	9	..	7

One hundred and thirty-three teachers are reported as holding Normal School diplomas as compared with one hundred and five in 1900.

Ninety-nine schools were in session for the full term, and one hundred and twenty more for two hundred days, as compared with seventy-eight for full term, and one hundred and thirty-four for two hundred days in 1900.

The schools have been conducted with regularity and success. In almost all the schools work of a commendable character has been done The year has been one of advancement along most lines of school work.

This report is respectfully submitted for your consideration.

I have the honour to be,

Your obedient servant,

COLIN W. ROSCOE.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION No. 6.—ANTIGONISH AND GUYSBORO.

A. G. MACDONALD, M. A., *Inspector.*

To A. H. MACKAY, ESQ., LL. D.
Superintendent of Education.

SIR,—I have the honour to submit for your consideration the following report on the schools and educational interests of Division No. 6, for the year ended July 31st, 1901:

There were in all 181 departments or schools, with a total enrolment of 6,828 pupils, in operation during the year, as against 178 departments, with an enrolment of 6,880, for the year previous. These schools were conducted by 5 teachers holding A license, 21 holding B, 63 holding C, and 92 holding D. Of the total number of teachers 58 were males and 123 females.

I regret to have to state that in this Inspectorate 23 sections had no school during the year. Nor indeed had a majority of them school for several years past. These sections are in the municipality of Antigonish,—Maple Ridge, Williams Point, Lower West River, Stewart's Mills, Lower Brierly Brook, Pinedale, Upper North Grant, Big Marsh, College Grant and Greendale. In the municipality of Guysb ro,—West Roman Valley, Black Point, Reserve, Birchtown, South Merland, Gammond's Point and Fisherman's Harbor. In the municipality of St. Mary's,—Trafalgar, Greenfield, Newtown, Liscomb Mills, Gegoggin and Hollin's Harbor.

The depletion that has been going on in the population of our agricultural districts in eastern Nova Scotia for several years past, has had a particularly baneful effect on our country schools. The old rural homes no longer rejoice in the mirth and frolic of healthy and happy children; and new homes and young families are, unhappily, but rarely to be met with.

As I have made a careful investigation into the condition of the sections not in operation for the year, either by personal inquiry or by letter, I prefer to give a brief description of them.

IN ANTIGONISH MUNICIPALITY.

No. 16, Maple Ridge.—4 miles by 2, mountainous and sparsely settled, all farmers, valuation $5,700, 18 families, 14 pupils, teacher failed in getting a boarding house.

No. 19, Williams Point.—About 2 miles square, excellent farming land, valuation about $9,000, 16 families, 6 pupils, of whom some attend the schools in the town of Antigonish.

No 49, Lower West River.—3 miles by 2, all farmers, land good, valuation $9,000, 11 families, 3 pupils.

No 53, Stewart's Mills.—Remote and sparsely settled, land fairly good, 7 or 8 pupils, trustees and leading ratepayers indifferent about school matters.

No. 57, Lower Brierly Brook.—All prosperous farmers, excellent land, 9 pupils, nearly all attending school in neighbouring sections.

No. 59, Pinedale.—Large and sparsely settled, land generally good, only 1 or 2 pupils.

No. 62, Upper North Grant.—2½ miles by 2, land good, all farmers, 9 families, 4 pupils.

No. 64, Big Marsh.—3 miles by 2, all farmers, land generally good. valuation $14,267, 20 families, 11 pupils, people apathetic in school affairs.

No. 82, College Grant.—All farmers, land elevated and generally poor and sparsely settled, 8 families, 4 pupils.

No. 83, Greendale.—All farmers, land rocky, elevated and generally poor, 16 families, 4 pupils.

IN GUYSBORO MUNICIPALITY.

No. 5, West Roman Valley.—Contracted, land rocky, farming and some lumbering, valuation $3000, 12 families, 4 pupils.

No. 18, Black Point.—Large, sparse and very rocky, chiefly fishermen, valuation $1800, 14 families, 15 to 18 pupils, very few till late years.

No. 27, Reserve.—Remote, land poor, rocky and barren, settlers "colored" and few, 4 pupils, weak in every way.

No. 29, Birchtown.—Like the preceding one only stronger in inhabitants.

No. 33, South Merland.—Section long and narrow, land elevated and generally poor, valuation $3446, 13 families, 6 pupils, farmers poor, and with few exceptions, very apathetic in school affairs.

No. 64, Gammond's Point.—Land generally barren, farmers and fishermen, valuation $4500, 23 families, 15 pupils, school-house out of repair, apathetic and penurious in school matters.

No. 65, Fisherman's Harbour.—Rocky and barren, fishermen and

seamen, very remote, scarcely accessible for want of roads, except by water, valuation $2386, 17 families, 20 pupils, ratepayers educationally indifferent.

IN ST. MARY'S MUNICIPALITY.

No. 9, Trafalgar.—Very remote, may be said to exist only territorially, a couple of settlers, and so far as I know, no pupils.

No. 12, Greenfield.—Land rocky and generally poor, valuation small, very few pupils.

No. 13, Newtown.—Engaged in building a new school house.

No. 17, Liscomb Mills—Lumbering and fishing, school-house burnt three years ago, a new one in course of construction.

No. 28, Gegoggin.—Very rocky and barren, fishing and seafaring, valuation $1000, 15 families and about the same number of pupils, failed in getting a teacher for the salary offered.

No. 31, Hollin's Harbour.—Remote, barren and rocky, chiefly fishermen, valuation $2035, 7 families, 14 pupils, school house unfinished. could not get a teacher for the salary offered.

Arrangements are about completed for opening a school in ten of these sections for the year ending July 1902, namely, in Maple Ridge, Lower Brierly Brook, Big Marsh, Black Point, South Merland, Fisherman's Harbour, Gegoggin, Newtown, Gammond's Point and Liscomb Mills. I see no prospect of getting a school started in the near future in any of the remaining fourteen; and, unless the ratepayers of these sections bestir themselves, and evince a warmer interest in education, I shall be obliged to recommend to the District Commissioners having jurisdiction over them, that they be annexed, when at all practicable, to adjoining sections. As I think it is correct to assume that the spirit of our educational system is that every ratepayer in the Province, not specially exempted, should contribute his quota to the support of education, the attempt to evade such contribution, by closing down a school, should be ample justification for annexing sections doing so to the more public-spirited adjoining ones, which continuously maintain a school.

Three new sections were createdduring the year, one in each of the three municipalities of the division respectively. You are already familiar with my reasons for recommending their formation. The one formed in St. Mary's, Spanish Ship Bay, No. 30, has its school-house already well advanced towards completion, and will have a school after February next, if a teacher can then be procured.

The new section formed in Antigonish, Copperlake, No. 72, intends having its school house completed before the end of the year. It is gratifying to know that one of the ratepayers, Murdoch

McDonald, Esq., has generously donated to the section a very desirable lot for the school and grounds.

The new section formed at Lower New Harbor, No. 44, on account of its very interesting and exceptional geographical features, cannot be organized until the narrows at the mouth of New Harbor inlet is bridged. The present anomaly of having two or three school houses with two teachers, shifting from one building to another, must be endured until this much-needed bridge is built.

I brought to the notice of the Guysboro board, at its meeting in June, the desirability of re-numbering many of the Guysboro sections. The board gave me authority to attend to the matter, which I accordingly did. I sent to every section affected a printed slip, with the name and new number of the section, and with instructions to have the slip pasted inside of the register cover.

A new and commodious school house was built during the year at Newton, St Mary's; and at my request, more or less persistently pressed, improvements in school appliances, and repairs to buildings, of very considerable extent, were made in a large number of cases.

A few words as to the character of our school work. Work of high merit is accomplished in the academic departments of Antigonish town. The facilities for scientific work in connection with the academy have been very largely increased the past few years. Science studies are prosecuted in several of its departments, under excellent conditions. That great and lasting benefits will accrue to the country at large from the quiet and unostentatious work now carried on in the institution, no one can doubt.

I am happy to attest to the high state of efficiency attained by Guysboro Academy under the Principalship of G. K. Butler, M. A., Class A (Sc. and Cl.). When he left it, at the end of the year, to accept a more lucrative position in the schools of Halifax, it possessed a greater organic strength and better co-ordination in work than any other similar institution within my knowledge, and I venture the statement that the per capita cost of the pupils attending the various departments reached a minimum rarely attained.

The school of Canso, with its six departments, under Principal Richard, A (Sc.), is maintaining handsomely its best traditions. I cannot forbear stating here that the success of the school is owing, no less, to the generous support extended to it by the public-spirited citizens of the town than to the general excellence of the staff. There is little, if any, waste of energy either on the part of the teacher or the taught, and certainly no waste of money on the part of the town.

now reverse the theory and assert that prosperity has been one of the causes operating to close the schools? At first blush, it might be thought absurd, but on reflection, there may be found to be "more truth than poetry" in the assertion.

The unusual activity enjoyed by this great county within the last year or two has been caused, as is well known, principally by the establishment of extensive industrial works, and the consequent expansion of others already established. The result has been to draw a large portion of the rural population to the industrial centres, to the towns and mining districts, weakening to that extent the rural sections, thus rendering it difficult for many of the already weak and scattered ones to support schools. It is stated, moreover, that families are leaving country sections and going to the towns mainly for the sake of the education of their children. This view of the situation seems to be borne out, to some extent, by a comparison of the number of pupils registered at school during the year with the number for the previous year, which comparison is in favor of the year just closed, notwithstanding the large number of vacant sections. The number for the past year was 8,215 as against 7,954 during the year ended July, 1900—an actual increase of 61; and the proportion of the population at school was one in 4.2, as against one in 4.3. It should also be borne in mind that the increased facility of securing more remunerative employment has withdrawn from the teaching profession many bright young people of both sexes and of all "classes." Heretofore our people generally have not been in the habit of looking for teachers; it has been the rule for teachers to hunt up schools. It looks now as if that rule were being reversed. And such changes are always slow. Before trustees can be *trained* to give over the habit of waiting till some teacher comes along they will have to realize the fact that in order to keep their schools open teachers will have to be brought from abroad, and that to import teachers from abroad means the payment of more reasonable salaries than heretofore, and not till then shall we be in a position to take advantage of the large surplus of unemployed teaching talent in other counties of the province.

While the number of sections having schools was thus reduced, the number of departments added to several of the towns' school kept "the total number of schools in session during any part of the year" up to the same figure as the previous year,—162.

The situation in Richmond County has not been so abnormal. The number of sections without schools any part of the year was 8, which is below the average of vacant sections for the past ten years, viz., 8.9. The number for the previous year was 4, which was probably the record year in that respect for this county. The number of schools in session during any part of the year was 75, and the number of pupils registered at school was 3014 as against 3194 the previous year,—a decrease of 180, or an average of 45

pupils for each additional closed school. The proportion of population at school was one in 4.8, as compared with one in 4.5 the year before last.

The number of children between the ages of five and fifteen years reported in the returns for the counties of Cape Breton and Richmond respectively is 8463 and 3057, leaving the number of those who did not attend school at all during the year at 982 and 262 respectively. These figures are not to be taken as absolutely correct—those given from some of the towns and mining sections do not pretend to be. They are, however, approximately so. But they represent only the sections in which schools were in operation; so that, to the number "reported" as not having attended school at all during the year must be added all the children of the vacant sections. Averaging these at 12 pupils per section, which may be too small an estimate, the number for the county of Cape Breton is swelled to 1464, or 16⅓ per cent. of all the children of school going age in the county; and for Richmond to 358, or 11⅓ per cent. If such a state of affairs were to continue, the illiteracy resulting would be something alarming.

True, the number of idle schools in the county of Cape Breton during the year under review is abnormally large; but even with the average already stated (25.8) for the past ten years, we have conditions which, in my opinion, call for serious reflection and the application of early and efficacious remedies. One remedy, in my judgment, would be the re-organization of the sections. I am aware that this would involve a considerable expenditure, but it has really become a necessity. To begin with, as I have long ago and often pointed out, the records of boundaries are in a wretched condition, a great many of them incapable of correction or rectification from data available.

The conditions of the country, in many districts, have undergone great changes in all the years that have elapsed since the sections were originally laid out. Many changes, 'tis true, have taken place in the lines and bounds as so laid out, as well; but not always changes for the better. The tendency in the past has been, unfortunately to cut up sections too much, so that there are too many that are far from being self-supporting and that, nevertheless, cling to their 'autonomy" with a tenacity worthy of a better cause. True again, that the District Boards now have the power to unite or annex weak sections without the request of the majority, but few Boards will care to take the onus of exercising that power without at least petitions from a considerable number of the ratepayers concerned. So that, all things considered, it seems to me that the time has about arrived when this very serious problem should be grappled with in some practical manner.

At the annual meeting of the Cape Breton Board of School Com-

missioners in June last, two school sections of that district, viz., No. 109, Rear of Beaver's Cove and No. 110 Rear of Eskasoni, were united to form one section hereafter, on the petition of a number of the ratepayers, the new section to be known as No. 109 Rear of Beaver's Cove. As a consequence, three families admitted to be beyond easy distance of the new school site, were exempted from sectional taxation until further action.

The towns already referred to as having added to the number of their schools, at the commencement or during the course of the term, are the following: Glace Bay, increased from 13 to 14 departments; Louisburg from 3 to 4: "Mitchell" (Old Bridgeport) and Reserve Mines, from 4 to 5 each, and Sydney from 13 to 17. A further large addition will be made to the number of the Sydney schools in the course of the current term when the new academy building and the suburban school houses are completed—a consummation much to be desired, as the number of children not attending school is placed in the returns at 310, which is very probably below the mark.

Sydney Mines, on the other hand, reduced its staff from 13 to 12, making an average of 52 pupils for each department.

North Sydney, with 13 departments, had an enrollment of 991 pupils, making an average of slightly over 76 per room. Provision is being made, however, to relieve this congestion.

The teachers employed, classified as to sex and qualification, were as follows:—

	Male.				Female.				Total.		
	A.	B.	C.	D.	A.	B.	C.	D.	M.	F.	Total.
Cape Breton.....	7	12	16	15	...	12	45	56*	50	113	163*
Richmond.....	1	5	12	18	...	2	9	28	36	39	75

*This number indicates an "Assistant" teacher.

The number holding Normal School diplomas was 47 in Cape Breton and 17 in Richmond, being a decrease of *two* and *one* respectively, as compared with the previous year.

The number teaching for the first term was, in Cape Breton 19, and in Richmond 14; while those whose total service as teachers was one year or less, was 36 and 17 respectively, being 22 and 23 per cent. of the whole number employed in the respective counties. These figures are given here to show how little permanency there is in the teaching profession in this part of the country, when nearly one-fourth of the whole teaching staff becomes changed in the course of a couple of years. The acquisition of "new blood" is by no means an undesirable or a disadvantageous thing; on the

contrary, many beginners, especially among those who have received training, show themselves to be excellent teachers from the very first, but as a matter of course, such teachers improve with experience. They too often find, however, that experience counts for nothing in securing a position; the improvement in their work is not appreciated in the practical and tangible manner followed in most other callings, by additional remuneration, and the promising young teacher is forced to seek some other means of livelihood. *Que voulez vous*—it is only following the law of self-preservation. And so it will be while people continue to think as lightly as many do of the tremendous duties and responsibilities placed upon the shoulders of those to whom they entrust not only the instruction of their children, but, to a large extent, the moulding of their characters.

There was a falling off in the number of High School pupils in both counties, as compared with the previous year, as the following figures will show:

Cape Breton ...	1901,	Grade IX,	288;	X, 84;	XI, 21.	Total, 393.
	1900,	" "	296;	" 81;	" 34.	" 411.
Richmond	1901,	" "	74;	" 22;	" 8.	" 104.
	1900,	" "	100;	" 20;	" 10.	" 130.

As the decrease was almost entirely in the miscellaneous schools, I do not consider it by any means a regretable circumstance. It is certainly no disadvantage to the pupils in the common school grades of these schools.

The progress manifested in the majority of the schools throughout the district has been, on the whole, satisfactory, especially in the essential subjects—reading, writing, arithmetic and language. Such subjects as history, geography, drawing, music and nature lessons are as a matter of course, but poorly taught by teachers who are untrained and inexperienced. The last three are often not attempted, and it is just as well; while the attempts made at the first two amount, in such cases, to little (if anything) more than a recitation of the memorized text-book.

What our common rural schools mostly lack is adequate equipment; but this matter has been harped upon so often that it has become tiresome.

Several new school buildings were found in both counties either occupied or in course of construction. In Cape Breton, among the former was one at Glace Bay replacing the old "Caledonia" school of two rooms. The new one is a large two-story building with four class rooms, besides the necessary cloak rooms, all furnace-heated and furnished with patent desks and ample black-boards. Another building with two large rooms similarly finished and furnished supplied the needs of another part of this fast-growing town. And

still other projects were in the air looking to the ever-increasing educational requirements.

At Cow Bay Road, a new school house of comfortable dimensions (occupied for the second term and inadvertently omitted in last year's report) which, though not entirely finished inside, is well furnished with desks of the best manufacture.

At Huntington's Mountain (rear of East Bay), a rather diminutive house, to replace one destroyed by fire several years ago. Here school was kept for a little over half the term (144 days)—the first time school privileges were enjoyed by the pupils of the section since 1885, and making a little over five half-years of school since 1881, inclusive. The number of pupils enrolled was 31.

In Richmond, besides more or less extensive repairs and improvements to the buildings of several other sections, new school houses were found occupied at Framboise, at Cape Breton (in the District of Framboise), and at River Bourgeois. In the last named section a very creditable building was provided, capable of accommodating four departments, which, under ordinary circumstances, should meet the requirements of the section for many years to come. There are only two departments in operation as yet, but with an enrollment of 134 pupils last year, a third would, by rights, be a matter of necessity even now.

In a good many sections of both counties school houses yet remain that are anything but up to the requirements of the law or of the age. The trustees in several of these have been notified that unless early steps were taken to provide better buildings the old ones would be condemned at no distant date. Several recommendations to this effect will likely be made at the next meetings of the District Boards.

Any further information of a statistical nature can be obtained from the copious tables already furnished.

I have the honour to be, sir,

Your obedient servant,

M. J. T. MACNEIL.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION No. 8.—INVERNESS AND VICTORIA.

JOHN MCKINNON, *Inspector.*

SIR.—I beg leave to submit the following report on the Schools of Division No. 8, comprising the Counties of Inverness and Victoria for the past school year.

There were 118 schools in operation in Inverness with 131 departments during the year. And in Victoria 55 schools with 60 departments.

The former county has 150 sections, nominally, but of which, through depopulation on high uplands and mountains, some eight or ten have become permanently disorganized, leaving 140 sections in a living organized condition. Of these 22 have been without school during the year.

In Victoria 12 sections were vacant. In the larger number of these in both counties the population has seriously decreased by the removal of many families into Sydney and the neighbouring mining towns, weakening the strength of the school sections concerned and making them less able to support schools, as well as materially reducing the enrolment of pupils for the year under review.

The loss to the pupils is, however, more apparent than real. School facilities will doubtless be provided for them in the districts whither they have gone.

The railway building operations carried on in Inverness during the past year and traversing some 30 to 40 sections, seriously interferred with the enrolment and regularity of attendance of pupils, from their being kept at home to assist in household duties or at public works.

The following statement in regard to teachers may be of interest:

TEACHERS EMPLOYED.

	Male.				Female.				Totals.		
	A.	B.	C.	D.	A.	B.	C.	D.	M.	F.	Total.
Inverness...	2	10	22	25	..	2	15	55	59	72	131
Victoria....	1	2	6	18	1	3	6	23	27	33	60

The number of teachers holding Normal School diplomas has increased in Inverness from 31 in 1900 to 39 in 1901, and in Victoria from 15 to 20.

The salaries have also in all grades somewhat improved.

The County Academies at Port Hood and Baddeck are both doing satisfactory work. A fifth department was opened in connection with the latter a year ago, and owing to the influx of population into Port Hood through recent mining developments there, an additional department will at once be added to the four hitherto in operation.

The High Schools in operation both at Port Hawkesbury and Mabou are maintained with efficiency. The equipment at all of these graded schools is being improved and added to.

Three school sections in Inverness, " Hay's Farm," " Little Mabou" and " Rocky Ridge," adjoining each other, have been without school during the year owing to disagreements as to projected change of boundaries. At the meeting of the School Board in June last decisions were arrived at, which it is hoped will lead to the opening of schools for the coming year in at least two or three sections—with changed boundaries and re-division of territory.

In view of diminishing population in some rural districts the small 'section' evil is getting more acute, and some adequate remedy should be provided.

In some 15 or 20 sections the children of school age have so diminished in number that the cost of conveying them by contract to the nearest central school would be less than the average cost to the public school grants at present in keeping that number of schools open with an average of five to ten pupils in each, to say nothing of the advantage to the pupils of attending larger and infinitely better equipped schools.

In a majority of sections the compulsory clauses of the School Act have been adopted—but without any result in securing a better and more regular attendance. Trustees will not make it operative and yet, this irregularity of attendance is the greatest difficulty the teacher, especially in country sections, has to contend with in getting his school to produce satisfactory results. In addition to discouraging the teacher and hindering the onward progress of the several classes, the pupils irregularly attending soon lose interest in their work, drop behind, and speedily acquire a dislike for study and school attendance.

Referring to the work of the schools, generally, it may be stated that gradual improvement is visible. Teachers are improving in efficiency in ever increasing numbers, though far too many are utterly incompetent, but these latter are diminishing in number.

High School work is attempted in many of the miscellaneous schools, but with doubtful advantage; though, to prevent it

entirely, would in present circumstances, lead to discouragement in the case of many pupils.

In a general way the quality of the instruction given in the schools, is, in a measure illustrated by the results of the Provincial, and High School Entrance Examinations, and in that view the subjects of drawing and arithmetic are indifferently taught. Music, I regret to say does not receive the attention it deserves. It must be borne in mind however, that apart from those who received some training at the Normal School, the great majority of our teachers have little knowledge of music or drawing, and are not able to teach these subjects efficiently.

During the past year much time was lost to pupils and teachers by the closing of many schools for periods varying from one to five weeks on account of the existence of contagious diseases both in Inverness and Victoria. Measles, mumps and whooping cough being epidemic in many districts.

Except in special cases I see no good reason for closing a school on account of an outbreak of any of these three ailments. In most instances it is better that children should get through with them while young than when older grown. Besides, it may be presumed that in most sections a fair proportion of the pupils have passed through these diseases already, and to them it is a wrong to have the school closed for weeks. A break in a school for even a week or two in a country section produces loss lasting during a whole quarter.

The School Board of North Inverness at its late meeting in June advised the union of the two sections, "Kingross" and "Big Intervale," Margaree. A joint meeting of the ratepayers has been held, and steps are being taken to erect a new school house on a location convenient to the pupils of both sections.

The consolidation of several other small sections was discussed by the Board and was left to be dealt with at a future meeting.

The statistical tables already submitted furnish detailed information respecting the work done during the school year.

Your obedient servant,

J. McKINNON.

A. H. MacKay, Esq., LL. D.,

Superintendent of Education.

DIVISION No. 9.—PICTOU AND SOUTH COLCHESTER.

E. L. ARMSTRONG, *Inspector.*

SIR,—The statistical report, together with the abstract tables for the past school year, has already been forwarded to the Education office.

Owing to an outbreak of measles in the County of Pictou during the winter, the total days' attendance at school was seriously diminished in comparison with that of the previous year. Many schools were closed on this account, Stellarton being most seriously affected. In South Colchester there was an increase in the attendance.

The total number of schools in session during the year was 260. Seven sections in Pictou County and three in South Colchester were without school during any portion of the year. Two sections in Pictou—Poplar Hill and Ardness—were without school on account of building new school houses. It is hoped that these sections will have good schools in future. Cross Roads, Green's Brook, Mount Adam, Fraser's Mountain and Broadway could not support schools on account of lack of children. Fraser's Mountain has no school house at present.

In South Colchester, Springmont, Upper Kemptown and Forest Glen were without schools. The first two are very weak sections, the total valuation of property in both amounting to only $4,600. The school in Forest Glen was closed on account of lack of pupils.

For reasons already known to you I was unable to reach a number of schools in South Colchester and a few in South Pictou. All in North Pictou were visited with the exception of Pictou Island. The schools at College Grant and Lovat were closed at the time of my annual visit, as were also two departments of Thorburn school.

In Pictou County 190 teachers, and in South Colchester 90, were employed for the whole or some part of the year. These figures compared with the year before show that a less number of sections changed their teachers during the term than for the year before. Twenty-five of these teachers held D provisional licenses.

You will be pleased to learn that the village of Trenton has completed a new school building of two rooms. A fourth teacher has been engaged, and for the first time in many years the pupils here have ample school accommodation. These improvements give a regularly graded school of four departments, with a good staff of teachers.

I am sorry to inform you that Rocky Mountain section is again without a school. They had voted money last year to build a school house, and the trustees had advertised for tenders for its construction; but the new board of trustees being unfavorably disposed toward the project, it had to be abandoned. The Board of Commissioners had previously condemned the old building and site; so that at present the section is without a school house, and there is no prospect of the establishment of a school there for some time to come.

There has been a less amount of High School work attempted in the miscellaneous schools than heretofore.

The conviction seems to be gradually impressing itself on the teachers of these schools that their first great duty is to train pupils in the subjects of the Common School course, and give them a solid foundation upon which to build for the future. In the great majority of miscellaneous schools in which high school work is done, I find that the pupils taking these subjects would work to much greater advantage in the next grade below.

Many schools are as yet but poorly provided with proper school equipment. In one section, on the occasion of my first visit, I found that the whole supply of the school in this respect comprised *one* map only. And it was only after six months of urging, with a considerable admixture of threats, that the trustees were prevailed upon to procure additional maps. Such experiences are apt to give the impression that the first care in many sections is to curtail school expenses in order to reduce the rate of assessment to a minimum. It seems to me that the time has arrived for a careful readjustment of the system of assessment, with a view to the increase in the County tax and an entire abandonment of sectional school taxes in so far as the ordinary expenses of maintaining efficient schools is concerned.

With reference to school room methods, there is some improvement discernible. Our teachers are evidently better versed on matters relating to the imparting of knowledge, as well as of leading the pupil to observe and think for himself. But the text-book is still too much in evidence in conducting classes. The great majority of teachers seem to think that questioning is of no value unless the text-book is closely consulted at each step.

Nearly all our teachers display a creditable interest with reference to proper methods of teaching, and are anxious to avail themselves of every practical means which will lead them to improvement in this respect. A large number feel it to be their duty to take one or more of the excellent educational periodicals now published at a comparatively trifling cost, and in this way put themselves in a position to receive much valuable aid in their work.

There still continues to be an advance in the number of High School pupils going up for examination at the various stations in this inspectorial division. For the last examination there were 279 applicants for Truro, 31 at Upper Stewiacke, 180 at Pictou, 178 at New Glasgow, 36 at Stellarton, and 56 at River John, a total of 760; and this in view of the fact that the establishment of a new station at Great Village took about 80 candidates, which number was previously added to the Truro list.

Last autumn the teachers of the Musquodoboit Valley under Inspector Creighton met in a union institute with those of the Stewiacke Valley at Middle Musquodoboit There was a fair attendance of teachers, and the exercises were both interesting and helpful.

I received many letters from teachers giving accounts of the observance of Empire Day in the public schools.

These celebrations seem to be no idle boastings but the genuine outflow of loyal and devoted hearts. Rightly observed, this day must be a source of lasting good in raising up and educating a new generation in loyal attachment to our king and country and to those institutions of our land founded upon principles of justice and humanity.

Arbor Day was also very generally observed; but while we give our sanction and approval to the beautifying and ornamenting of school grounds we cannot for a moment condone the neglect and carelessness which too often consign these results of thought and toil to injury or utter ruin.

I have the honour to be,
Your obedient servant,
E. L. ARMSTRONG.

To A. H. MacKay, Esq., Ll. D.,
Superintendent of Education.

Division No. 10—CUMBERLAND and WEST COLCHESTER.

I. C. Craig, A. M., *Inspector.*

Sir,—I have the honour to make this, my ninth report, on the state of the schools in inspectorial division 10.

Within the division there are two sections less than last year, one in Cumberland proper and one in Parrsboro. This was brought about by the union of South Wallace No. 7, and Richmond, No. 93, in the former; and by the union of Two Islands, No. 4, and Green Hill, No. 21, in the latter. Hereafter they are to be known as Richmond, No. 7, and Green Hill, No. 4, respectively.

For some years the ratepayers of these sections had indicated their intentions by permitting one school to go unsupported and by patronizing the adjacent section. So when the scheme for the union of interests came before the Boards of Commissioners there was no opposition to it.

I take the liberty in this report to bring to your attention and the sections concerned the places where unions could be effected without a sacrifice and with great advantage to all interested. The first is at Wallace Bridge and Wallace Bay. Here are two school rooms in sight of each other, and between which I can easily drive in five minutes. To-day there is no school in either community, and the prospect is not very bright for the year. In the former section those who have children to send have evidently less influence than those who are instrumental in keeping the school closed. In the latter there are so few scholars to attend that the trustees do not think that the attendance would warrant the opening of the school room. Right here by the adjustment of sectional boundaries of Wallace, Wallace Bridge, Wallace Bay and South Wallace Bay one section could be eliminated and the glaring mistake which is permitted to exist be corrected in the interests of the people.

Another in Cumberland is at Birch Ridge. Two years ago this school room was condemned, but on account of a strong plea for mercy the Board of Commissioners reconsidered it and permitted the room to be occupied in summer. It is most unfit for school purposes, and the ratepayers declare that they are unable to rebuild. But there is an easy solution out of their difficulties in the absorption of their interests by the contiguous poor sections—Thompson, Hansford and South Victoria. No one's rights would be invaded and three good sections could be made where four poor ones now exist Indeed this term some have proven the feasibility of this project by sending their children to Thompson, right by the door of the old Birch Wood school house.

In Colchester the greatest mistakes have been made at Londonderry Station and Eastville, in the one case; and at Denmark and Keble in the other. And what is worse, these errors have been committed in very recent times. Here are four sections where it is only possible for two to exist and be strong.

Londonderry Section was formerly a part of Eastville. An ill-advised move in 1890 led to a separation which many regret. The former has now a heavier debt than it can sustain; the latter has has been left comparatively poor.

The weak sections of Denmark and Keble were formerly parts of Middleton Section. The former was brought into existence by the erection of a railway station at the crossing of the Earltown road eleven years ago. But why two sections were made, I cannot give the reason. At present a street not much over a mile long connects

the two roads on which the schools are situate. If the house at Denmark were moved a little nearer the station both communities could be easily accommodated in one place.

Could this be done it would not be necessary for one board of trustees to come yearly before the Commissioners to ask for extra county aid, nor would it be necessary for the other to threaten self-effacement when required to approach the standard set for the poorest section in the county.

To Bass River and Little Bass union would be a great advantage. In these ambitious communities a high school in their midst would serve both people, and the schools now used could still be continued as elementaries.

The same is true of Cape D'or and Advocate, in the District of Parrsboro. Here there are two graded systems. A good high school room in the centre of the two sections would be a boon. Union has been mooted here.

I give below a table showing the relative lengths of sections (few have any lateral dimensions and these are unimportant,) valuations and number of children from 5 to 15 years of age, of those quoted above.

SECTION.	LENGTH.	VALUATION.	CHILDREN.
Wallace Bay	1½ miles.	$14,118	9
Wallace Bridge	2 "	16,000	27
South Wallace Bay	2 "	14,121	15

Here make two sections, worth $22,000, and having 25 scholars each.

SECTION.	LENGTH.	VALUATION.	CHILDREN.
South Victoria	2½ miles.	$6597	22
Thompson Station	2 "	7485	26
Birch Ridge	2¾ "	6320	18
East Hansford	2½ "	6211	35

Here make three sections worth $9000 each, and having on an average 33 scholars.

SECTION.	LENGTH.	VALUATION.	CHILDREN.
Keble	1½ miles.	$5265	11
Denmark	2 " .	3580	24

One section worth $8845 and having 35 children.

SECTION.	LENGTH.	VALUATION	CHILDREN.
Londonderry Station	1¼ miles.	$10000	19
East Village	2 " .	13085	18

One section worth $23085 having 37 children.

NEW BUILDINGS.

During the year school rooms have been erected in Wentworth, Pugwash and River Hebert Head. The new house in Wentworth is very fine, and is a model for a rural section; the capacious and level grounds, embracing at least an acre, are hedged about in the rear with evergreen trees. The school room is set well back, thus giving ample room for play grounds before the school house, and preventing that bad practice, the occupancy of the street at noon and recess.

The house at Pugwash is a four department building. The exterior though plain presents a very creditable appearance. It is designed after buildings at Oxford and River Hebert. Had the plan of the former been followed a little closer a few grave mistakes would not have been made in its interior. One exit is not enough for the pupils the building is intended to accommodate; halls are too narrow. Had they been made six feet wider a space easily spared from main rooms, each sex of each department could have had separate wardrobes. Main rooms are very large and well lighted, possibly too well in bright days when the cross lights will make them glary. A deep basement the full size of the house will contain the fuel and furnaces for heating. A strong opposition to the building of a new house in a measure prevented the trustees from making a structure in design just up to date. But nevertheless it is very creditable and one of which in very many respects the ratepayers of Pugwash may be proud.

OLD BUILDINGS.

The school rooms of Wallace Bridge, Chapman Settlement, East Mapleton and Brookdale, in Cumberland; and Waugh's River in North Colchester, at the last sessions of the Boards were condemned.

In the erection of new buildings, the plans recently issued by the Education Office will be used. They are appreciated already. An excellent feature of this new design is the extra rooms for library and fuel. The want of these makes a waste in school finances. Sets of maps costing frequently thirty or thirty-five dollars, when left hanging on the walls soon become defaced and tattered; globes become foot-balls; sets of chemical and physical apparatus for the want of a proper place for keeping soon become scattered.

ATTENDANCE.

You will notice that the registration of the entire district is less by 296 than last year, and the total days attendance by 70,838. This decrease may probably be accounted for in two ways. First on account of the great demand for labor, and in the second place the prevalence of measles and whooping cough, which seriously interfered with attendance.

SALARIES.

As I forcasted in my last report, there has been a reduction in the salaries of teachers, both male and female, in all grades in both counties, excepting the third class females of Colchester. This, too, is made on the sectional allowance, not the provincial, which is some higher than last year.

The salaries, to a large extent, are regulated by the supply. When the supply is in excess, as it is here, there is much bidding for the lowest price. A low price means a poor service. For eight years there have not been so few applications at my office for teachers, and never before have there been the names of so many teachers on my lists desiring positions. Twenty-five are now awaiting an offer, and possibly as many more could be found who would accept schools. You may easily understand why no applications for licenses (provisional) have come from this district. A few deserved them, but I gave no encouragement as long as there was a surplus of regularly licensed teachers.

Nothing would help the profession more, financially, than a little more restrictiveness in licensing.

Sections Without Schools.

South Wallace, East Pugwash River, Westchester Lake, Salt Springs, Harrison Settlement, Athol Mills and Eatonville, in Cumberland; East Mines and Moore's Mills, in Colchester, were without schools. The first five named will have school the current year. There is no need in the others named.

Arbor Day.

Not as many reports as usual were received on the observance of this occasion. I should not give this publicity for my own sake, but it is well to know why this good work on such days is a failure. It is not surprising that men whose whole lives, or their father's, have been spent in clearing away forests for a home, should place any value on a tree; it has no worth save what it may bring in a cordwood or lumber pile. In this Arbor Day work public sentiment is not with the teacher. Then, the great majority of our teachers being ladies, they are not able to superintend the lifting of trees. These are generally obtained by boys, without guidance, who are unable to procure anything larger than saplings. Then, when planted, they must take the chance of being destroyed by loose cattle where grounds are not enclosed.

Then too the excuse is sometimes made that grounds are too small or most unsuitable. The point in many cases is well taken. In the past boards of trustees have been most penurious in marking the limits of school sites; the areas do not always accommodate well the buildings for which they are intended. The *recommendation* of the department that grounds shall be one acre in extent or at least one half acre is no good; it must be put in stronger terms. Had we teachers adepts in giving practical knowledge they have not room to demonstrate their work in horticulture or arboriculture. For this reason the claims of a few teachers, graduates of our Agricultural School, to the superior government grant may well be challenged.

I do not wish to be understood as minimizing the importance of Arbor Day. I have given its observance every encouragement. What I deplore is the serio-comic about the work. A few teachers have shown that when the work is done with the zeal that should be displayed on such times, that it can be made of a very permanent nature and that too appreciated by the public.

Empire Day.

This I have reasons to believe was well observed, although a great many teachers were careless about reporting. In the majority of schools the public examinations have been merged into these exercises. You may question the right of teachers to do this; but as there has been a tendency to evade a public exhibition of school

work, where the two exercises were combined I have not called in question the propriety of so doing.

Phenological Reports.

Ninety reports were received, just one half that should have been. None came from the towns or larger villages. Possibly teachers may not have there the same opportunity to observe natural phenomena. Yet I think one teacher on every large staff could be chosen to make these records.

New Departments.

A new department has been opened in Springhill, making eighteen altogether. Another is wanted much at the Joggins.

In Springhill there is great need of more room,—another building of five or six departments The children of the primary schools in the centre of the town have not fair treatment. I have seen one hundred in a room with five or six of these huddled together in one long seat. In such cases not much more can be expected of a teacher than to stand and watch.

But the Board of Commissioners here are awake to the needs, as the following quotation from the report of Mr. O'Rourke, the chairman, shows: "What is wanted is a new building, and I believe it is the settled conviction of the School Commissioners, provision should be made for a new building of six rooms. The old building has been passed upon by the Inspector of Schools as being far below the modern requirements where there is so large a number of children to be educated, and there can be nothing gained by delay."

Music and Drawing.

No subjects in the course of study are so much slighted as these. Music, because so many teachers claim they have not the gift of song; drawing, because so many are incompetent to teach. It amounts almost to a misfortune to a section to engage a teacher who cannot teach vocal music. Let every other subject be taught ever so well, the complement is wanting if there are not the finishing and refining touches of good music to give cheer to the day's work.

During the year I have noted particularly what percentage of teachers is able to draw—that is use their knowledge of this subject in the illustration of the simplest lessons in reading and nature. Over sixty per cent. failed. A few tried to do the work but the majority refused and acknowledged their incompetence. I did hope that the Normal School would gradually help us out of this dilemma, but I can easily understand how little opportunity this department of our Training School has to influence pupils in the three, six or even nine months which they attend there, especially in cases where there is little aptitude for the work.

VACATION.

The summer vacation is too short. It would be no deteriment to education to close the schools at the end of June and open first of September. The attendance is always very meagre the week schools are in session in July. The heat is so intense generally during the last week of August that pupils and teachers languish. It would be more acceptable to many to shorten winter holidays and lengthen the term of the summer. A ten months' session with a short recess at Christmas is long enough where schools are in the hands of efficient teachers. The work is more intense than it was twenty years ago. Pupils, especially those of our town schools where attendance is very regular, have done all they are able at the close of June. Relatively as much work is done as in all colleges, where the daily sessions are shorter and the summer vacation lasts three or four months.

INSTITUTE.

The District Institute was held in Great Village on December 19th, 20th and 21st of December. Although the place of meeting was far from the centre of the district and four miles from the railway, one hundred and eleven teachers were in attendance. I believe the sessions spent there were, professionally, a great advantage to those who attended them. Our secretary, Mr. Slade, will have sent you ere this a report of its proceedings.

I have the honour to be, sir,

Your obedient servant,

INGLIS C. CRAIG.

A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

SPECIAL REPORTS.

Statistics of Sections without School during the School Year ended July, 1901.

G. CREIGHTON, INSPECTOR.

DISTRICT—WEST HALIFAX.

No. 25, Harrietsfield, 6 x 2 miles, rugged and barren, valuation $7,165. 15 families and 14 children School house fair. Without School 3 years. Cause—Indifference.

No. 38½, Cobequid Road, 2 x 1 miles, rugged and barren, valuation $1,000. 10 families and 16 children. School house fair. Without school 3 years. Cause—Difficulty in supporting teacher. School will be in operation 1901-2.

No. 51(b), Lake Loon, 1 x 1 mile, rugged and barren, valuation $1,000. 14 families and 20 children. School house poor. Without School 4 years. Cause—Colored population; indifference.

No. 52½, New Road, 2 x 1 miles, rugged and barren, valuation $2,000. 30 families and 50 children. School house good. Without School 1 year. Cause—Colored population; indifference.

EAST HALIFAX.

No. 20, Mushaboon, 3 x 2 miles, rugged fishing district, valuation $5,000. 25 families and 60 children. School house ——. Without School 3 years. Cause—Building burned, not yet re-built.

H. H. MACINTOSH, INSPECTOR.

SOUTH QUEENS.

No. 12, Eagle Head, 3 x 1 miles, rocky—a shore section, valuation $16,000. 24 families and 42 children. School house new—in course of construction. Without School 1 year. Cause—Burning of school house.

The school house in this section was burned in the spring of 1900, and as soon as the men, who are all fishermen, returned in the fall, steps were at once taken to re-build in order to be ready to open school in the spring It was so near the end of the term, however, when the building was completed that it was not worth while opening. As the section did its best to have school a part of the term, I classed it mong the active sections in the abstracts.

JAMES H. MUNRO, INSPECTOR.

ARGYLE.

No. 10, N. Belleville, 1½ x ½ miles, good, but rocky, valuation $7,825. 20 families and 40 children. School house superior. Without School 2 years. Cause—In March, 1899, the School Commissioners cut off the southern end of the section for the purpose of creating a new section—Middle Belleville. Since then the ratepayers have refused to run a school, alleging that they have been so weakened financially that they cannot support a school. The people are French—occupation fishermen and mechanics and traders.

No. 10½, S. Belleville, 2 x ½ miles, rocky, some small fields well cultivated, valuation $6,470. 25 families and 50 children. School house superior. Without School 2 years. Cause—At the date given above the commissioners cut off the north end of the section, which with the slice from North Belleville, make the entire section known now as Middle Belleville. Ever since the people have refused to provide a school.

No. 34, Morris Island, 4 x 1 miles, rocky, patches cultivated, fishermen (French the only language), valuation $5,000. 40 families and 60 children. A few on the west side of the Island attend school on Sweet's Island. There is no School house. Cause—Island without roads, and as the houses are far apart, co-operation is almost impossible. Roads are in process of construction, and it is hoped that at an early day a school house will be erected.

SHELBURNE.

No. 23, McNutt's Island, 3 x 1½ miles, rocky and boggy, fishing the main industry, valuation $2,864. 8 families and 12 children. There is no School house. Never had a school. Cause—Houses far apart, roads bad, means very limited. People send their children at times to schools on the mainland.

L. S. MORSE, INSPECTOR.

ANNAPOLIS EAST.

No. 33, Torbrook East, 2 x 1 miles, mountain settlement, valuation $11,000. 13 families and 3 children. School house fair condition. Without School 3 years. Cause—Small number of pupils who attend school in adjoining sections.

No. 44, Durling's Lake, 4 x 4 miles, poor and rocky, valuation $6,975. 19 families and 20 children. School house good. Without School 1 year. Cause—Indifference of trustees and ratepayers.

No. 46, Roxbury, 2 x 1 miles, mountain settlement, valuation $4,000. 4 families and 1 child. School house good. Without School 4 years. Cause—Only one child of school age.

No. 53, Dalhousie Centre, 4 x 2 miles, poor and rocky, valuation $6,000. 21 families and 25 children. School house very poor. Without School 1 year. Cause—School house condemned.

No. 57, Stoddart, 4 x 4, wilderness settlement, valuation $3,000. 4 families and 1 child. School house poor. Without School 9 years. Cause—One child in section has been sent away to school.

No 61, Forest Dale, 7 x 3 miles, wilderness, valuation $10,000. 4 families and 3 childreen. School house new (partly finished). Never had School. Cause—Poverty and remoteness of situation.

ANNAPOLIS WEST.

No. 6, Fundy, 5 x 2 miles, poor, valuation $1,000. 9 families and 10 children. No school house. Without School 10 years. Cause—Poverty and indifference. Negro settlement; school house is being built.

No. 31, Birchtown, 3 x 2 miles, very poor, valuation $1,200. 5 families and 3 children. No school house. Without School 14 years. Cause—Poverty and small number of children.

No. 40, Victory, 3 x 2 miles, poor and rocky, valuation $3,536. 9 families and 9 children. School house partly finished. Without School 1 year. Cause—Section in debt.

No. 45, Beaconsfield, 3 x 2 miles, fairly good, valuation $14,000. 11 families and 18 children. No school house. Never had School. Cause—Children attend school in adjoining sections.

DIGBY.

No. 21, Burton, 3 x 2 miles, poor and stoney, valuation $3,966. 9 families and 9 children. School house poor. Without School 1 year. Cause—Poverty and indifference.

No. 22, Sissiboo Falls, 3¼ x 2 miles, wilderness settlement, valuation $4,000. 8 families and 19 children. No school house. Without School 22 years. Cause—Indifference. Money has been voted for school house.

COLIN W. ROSCOE, Inspector.

EAST HANTS.

No. 53, Glencoe, 2½ x 2½ miles, poor, timber, valuation $2,500. 2 families and 8 children. No school house. Without School 8 years. Cause—Small number of children. Some of these can and do attend another section. Their condition cannot be much improved except under the grouping system.

No. 56, Manganese Mines, 1 x 1 mile, mineral land, valuation $2,000. 3 families and 3 children. School house fair. Without School 4 years. Cause—Mines not worked. The children can attend the adjoining sections. As the mines are being re-opened the school may soon be needed.

No. 57, Rawdon Gold Mines, 1 x 1 mile, mineral land, valuation $2,000. 3 families and 3 children. School house fair. Without school 8 years. Cause—Mines not worked. Mines are now opening and school may soon be needed.

WEST HANTS.

No 34, Stillwater, 2 x 1 miles, timber land, valuation $1,000. 3 families and 1 child. School house very poor. Without School 6 years. Cause—No children. Nothing can be done except tax the property for some other school.

No. 40, Lakelands, 3 x 3½ miles, poor land, valuation $3,000. 9 families and 10 children. School house poor. Without School 7 years. Cause—Small number of children. Most all can attend other schools, and should be assessed.

No. 43, Crystal Wave, 2½ x 3 miles, fair land, valuation $3,000. 5 families and 5 children. No school house. Without School 13 years. Cause—Not able to build and sustain a school. The grouping system and means to carry children to and from school would suit here.

KINGS.

No. 27, Black Rock Mt., 2 x 1 miles, poor land, valuation $2,000. 5 families and 5 children. School house poor. Without School 8 years. Cause—The small number of children. The grouping system will suit here.

No. 57, Randville, 3½ x ½ mile, land good, valuation $100,000. 30 families and 25 children. No school house. Without School 8 years. Cause—People prefer to send to Canning. Arrangements are made from year to year to send all the children to Canning and pay for it.

No. 78, Pine Woods, 2 x 2 miles, poor land, valuation $2,000. 30 families and 70 children. No school house. Without School 1 year. Cause—Section could not hire a house. This school is colored and not much can be done for them except to have school for them in their own section. A grant from the School Land Fund is given annually.

No. 94, Mountain Home, 3 x 3 miles, mountain land, valuation $2,000. 5 families and 3 children. No school house. Without School 5 years. Cause—Too few children. No school expected at present.

No. 105, E. Pereau Mt., 3½ x 1 mile, poor mountain land, valuation $1,000. 12 families and 15 children. School house poor. Without School 13 years. Cause—Lack of interest. Assess the people for schools in other sections till they provide one for themselves.

No. 107, Dalhousie Road, 3 x 3 miles, wood land, valuation $1,000. 3 families and 3 children. School house fair. Without School 1 year. Cause—Too few children. No school can be sustained till there are more children, and no change can improve the condition of the section.

No. 97, Long Beach, 1 x 1 mile, mountain land, valuation $500. 2 families and 3 children. No school house. Without School 13 years. Cause—Too few children. Might be assessed for other schools.

Either a good grouping system must be adopted or these sections assessed regularly for schools before much improvement can be effected in their condition. In my annual report I have regarded most of these as nominal or disorganized sections. In a few cases these can be divided among adjoining sections to some advantage, but most of them are so situated that this cannot be done unless a team be provided to transport the children to school.

A. G. MACDONALD, Inspector.

ANTIGONISH.

*No. 16, Maple Ridge, 4 x 2 miles, hilly and poor, valuation $5,700. 18 families and 14 children. School house fair. Without School 1½ years. Cause—Teacher could not get a boarding house last year.

No. 19, Williams Point, 2 x 2 miles, good land, valuation $9,000. 16 families and 6 children. School house fairly good. Without School 2 years. Cause—Fewness of pupils. Most of the children attend the town schools.

No. 49, Lower West River, 3 x 2 miles, good land, valuation about $9,000. 11 families and 3 children. School house fairly good. Without School 1 year. Cause—Fewness of pupils.

No. 53.—Stewart's Mills, 4 x 1½ miles, fairly good. 10 families and 7 children. School house poor. Without School 3 years. Cause—Chiefly indifference. Sparsely settled, hilly country.

*No. 57, Lower Brierly Brook, 2 x 2 miles, excellent land, valuation $12,000. 15 families and 7 children. School house good. Without School 2 years. Cause—Fewness of children and availability of neighboring school.

No. 59, Pinedale, 3 x 2 miles, fairly good. 12 families and 2 children. School house fair. Without School 3 years. Cause—Fewness of children.

No. 62, Upper N. Grant, 2½ x 2, good land, valuation $7,500. 9 families and 4 children. School house good. Without School 7 years. Cause—Fewness of children.

*No. 64, Big Marsh, 2 x 2 miles, good land, valuation, $14,267. 20 families and 11 children. School house fair. Without School 2 years. Cause—Fewness of children and indifference of parents.

No. 82, College Grant, 2 x 1 miles, hilly and poor. 8 families and 4 children. School house out of repair. Without school 2 years. Cause—Fewness of children. It is remote, and ratepayers are careless.

No. 83, Greendale, 4½ x 4 miles, rocky and poor. 16 families and 4 children. School house out of repair. Without school two years. Cause—Fewness of children. Remote, and thriftless ratepayers.

GUYSBORO.

No. 5, West Roman Valley, 4½ x 1 miles, rocky and poor, valuation $3,000. 12 families and 4 children. School house fair. Without School 3 years. Cause—Fewness of children. Not appreciative of education.

*No. 18, Black Point, 5½ x 2 miles, rocky and barren, valuation $1,800. 14 families and 18 children School house fair. Without School 2½ years. Cause—General objection to taxation. Had but very few children till lately.

No. 27, Reserve, 4 x 1 miles, rocky and barren. 2 children. Cause—Fewness of pupils and abject poverty. Settlers all "colored."

No. 29, Birchtown. Same as No. 27, except more inhabitants.

*No. 33. S. Merland, 5 x 1 miles, elevated and poor, valuation $3,446. 13 families and 6 children. School house fair. Without School 7 years. Cause—Fewness of pupils. People very poor.

*No. 64, Gammond's Point, 3 x ¼ miles, poor and barren, valuation $4,500. 23 families and 15 pupils. School house out of repair. Without School 1 year. Cause—Indifference and parsimony.

*No. 65, Fisherman's Harbor, 1¼ by 1 miles, poor and barren, valuation $2,386. 17 families and 20 children. School house fair. Without School 3 years. Cause—Indifference and parsimony. This is a most isolated section.

ST. MARY'S.

No. 9, Trafalgar. May be said to be only territorial,—in the middle of the "Big Swamp"; about 15 miles in extent; on the old road from Guysboro to Halifax.

No. 12, Greenfield, 2½ x 1¾ miles, land generally poor. Could not get the figures. Cause—Few children. Poverty and carelessness.

*No. 13, Newtown. Engaged building a school house.

*No. 17, Liscomb Mills. School house burned 3 years ago. Have built a new one.

*No. 28, Chegoggin, 5 x 2 miles, very rocky and barren, valuation $1,000. 15 families and 20 pupils. School house good. Without school 3 years. Cause—Could not get a teacher for salary offered. People poor.

No. 31, Hollin's Harbor, 4 x 2 miles, very rocky and barren, valuation $2,035. 7 families and 14 children. School house fair. Without School 1½ years. Cause—Could not get a teacher for salary offered. People poor.

*These sections will have a school for year ending 1902 if teachers can be secured. Many of them have a school now.

M J. T. MACNEIL, INSPECTOR.

CAPE BRETON.

No. 7, Kilkenny Lake, 3 miles, fair farms, valuation $3,160. Children 12. School house very poor. Without School 1 year.

No. 8, Lakevale, 5 miles, marsh lands. School house fair. Without School 4 or 5 years. Cause.—Disagreement as to site.

No. 18, South Head, 4 miles, rocky, valuation $4,650. Children 32. School house fair. Without School 1 year.

No. 19, False Bay Beach, 4 miles, rocky, valuation $3,060. Children 16. School house poor. Without School 1 year.

No. 20, Milton, 5 miles, good farms, valuation $2,845. Children 14. School house poor. Without School 1 year.

No. 25, Hill's Road, 5 miles, poor farms. Cause.—New School being built.

No. 26, Mira Road, 4 miles, good farms, valuation $5,190 Children 29. School house very poor. Without School 2 years. Cause.—Neglect.

No. 28½, Front Lake, 3 miles, good farms, va'uation $1,912. Children 20. Without School 1 year. Cause.—New House being built.

No. 29, Caribou Marsh, 5 miles, marshy lands, valuation $3,590. Children 43. School house poor. Without School 2 years. Cause.—New house being built. Long standing dispute about settled.

No. 29½, Caribou Marsh, 3 miles, marshy lands, valuation $2,092. Children 16. School house very poor Without School 1 year. Cause—Section too small. Should be joined to Sydney, at least in part.

No. 32, Morley's Road. School house very poor. Without School 10 or 12 years Cause—Most of people gone.

No. 41, Up Leitche's Creek, 4 miles, upland, valuation $5,315. Children 30. School house very poor. Without School 1 year. Cause—Want cheap teachers.

No. 42, Forest, 4 miles, upland, valuation $2,590. Children 13. School house poor. Without school 3 years. Cause—Out of the way and poor. Difficult to get teachers to go there.

No. 49, Long Island, 3 x ½ miles, good, 3 or 4 families. Without School many years. Cause—Too few to support.

No. 54½, Point Acoin, 4 miles, fair, valuation $3,585. Children 28. School house poor. Without School 2 years. Cause—Failed to get teacher.

No. 65, Little Lorraine, 4 miles, rocky coast, valuation $3,630. Children 38. School house poor. Without School 1 year. Cause—Failed to get teacher.

No. 70, North Shore, 6 miles, rock coast. School house in ruins. Without School many years.

No. 71, New Boston, 4 x 2 miles, upland farms, valuation $3,630. Children 28. School house poor. Without School 2 years.

No. 75, French Road, 4 miles, upland farms, valuation $4,900. Children 45. School house poor. Without School 1 year.

No. 81, Canoe Lake, 3½ miles, upland farms, valuation $2,500. Children 16. School house very poor. Without school 2 years. Cause—Difficult to get teachers.

No. 84½, Caledonia, 4 miles, upland farms, valuation $2,250. Children 30. School house new. Without School 3 years. Cause—Out of the way.

No. 85, Salmon River, 2 miles, good intervale, valuation $4,200. Children 18. School house fair. Without School 1 year. Cause—Carelessness.

No. 93½, Glengarry W., 3 miles, upland, valuation $2,200. Children 19. School house very poor. Without School 3 years. Cause—Mostly poverty. Should be annexed to adjoining sections.

No. 96, Big Glen, 4 miles, intervale. School house torn down. Without School 5 or 6 years. Cause—Disagreement New house commenced.

No. 97½, Rear McA's Lake, 3 miles, upland. School house gone to decay. Without School many years.

No. 100, N. S. E Bay, 4 miles, fine upland, valuation $5,150. Children 18. School house good. Without School 1 year. Cause—No special effort made.

No. 101, Eskasoni, 4 miles, good upland, valuation $5,475. Children 24 School house being built. Without School 3 years. Cause—Long dispute about site.

No. 107, Shenacadie, 4 miles, fair uplands, valuation $3,317. Children 32. School house very poor. Without School 1 year.

No. 109, Rear Beaver's Cove, 5 miles, upland. School house very poor. Without School many years. Cause—Weak and remote. Lately joined to neighboring section.

No. 114, Frenchvale, 4 miles, upland, valuation $5,152. Children 37. School house poor. Without School 1 year. Cause—No good reason.

No. 117, Oceanview, 4 miles, upland, valuation $2,500. 13 children. School house very poor. Without School 2 years. Cause—Remote and poor. Not easy to better conditions.

No. 119, Grand Narrows, 6 x 3 miles, good farming, valuation $8,349. Children 35. School house good. Without school 1 year. Cause - Carelessness of trustees.

No. 122, Little Pond, 4 miles, good farming, valuation $4,280. Children 31. School house poor. Without School 1 year. Cause—Failed to get teacher for $100.

No. 122½, Black Brook
No. 123, Big Brook
These two sections have been idle for 12 or 15 yrs., and are practically disorganized.

No. 124, Eskasoni Island, good farms. 2 families. School house very poor. Cause—Too weak to support.

No. 128, Baleine
No. 130, Albert Bridge
These two sections have long been idle; there are no trustess, and I was unable to obtain information required.

RICHMOND.

No. 7, Lochside, 4 x 2 miles, valuation $5,570. 7 families and 15 children. School house fair. Without School 1 year. Cause—Low salary offered.

No. 21, Cape George, 5 miles, fair farms, valuation $1,698. 8 families and 15 children. School house fair. Without School 1 year. Cause—Failed to get teacher.

No. 25, Black River. This section has been disorganized 7 or 8 years. Cannot support school as now arranged. Should be partitioned.

No. 32, Intervale, 5 miles, fair, valuation $5,440. 10 families and 18 children. School house very poor. Without School 1 year. Cause—No special. Salary to last teacher $75.

No. 36, L. Lomond N. This section has been idle many years, disagreement about site principally, and paucity of children; hence indifference.

No. 47, Sunnyside, 4 x 2 miles, fair farms, valuation $4,560. 15 families and 30 children. Without School 1 year. Cause—New house under construction.

No. 51, Cap Auguet, 3 miles, poor, rocky, valuation $2,915. 10 families and 25 children. School house fair. Without School 1 year. Cause—Failed to get teacher for salary available. Should be annexed.

No. 55, Peter's Mt., 4 miles, good farming, valuation $5,280. 15 families and 26 children. School house fair. Without School 1 year. Cause—Lowness of salary offered.

JOHN McKINNON, INSPECTOR.

VICTORIA.

No. 8, Meat Cove, 3 x 1 miles, poor, valuation $5,000. 16 families and 18 children School house fair. Without School 1 year. Cause—Teacher, though hired, failed to open school, and no other was available.

No. —, Estmere, 3 x 2 miles, good, valuation $4,600. 15 families and 22 children. School house fair. Without School 1 year. Cause—Failed to vote sufficient funds to support school.

No. —, Big Glen, 3½ x 2 miles, good, valuation $6,200. 18 families and 20 children. School house poor Without School 1 year. Cause —Failed to vote sufficient funds to support school.

No. —, Upper Baddeck, 2½ x 2 miles, good, valuation $7,200. 12 families and 14 children. School house fair. Without School 2 years. Cause—No school house. A new building is now put up.

No. —, Baddeck Forks, 3 x 2 miles, valuation $6,420. 8 families and 10 children. School house fair. Without School 2 years. Cause—Failed to vote sufficient funds to support school.

No. —, Plaister, 4 x 1½ miles good, valuation $5,880. 18 families and 26 children. School house fair. Without School 1 year. Cause —Failed to vote sufficient funds to support school.

No. —, Tarbert, 3 x 1½ miles, fair, valuation $2,700. 7 families and 10 children. School house poor. Without School 1 year. Cause—Section too small to support school. It should be united to Tarbert East.

No. —, Tarbert Vale, 2 x 1½ miles, fair, valuation $2,100. 9 families and 13 children. School house fair. Without School 1 year. Cause—Section too small to support school. It should be joined to Tarbert Section.

No. —, North River, 3 x 1 miles, good, valuation $4,600. 12 families and 18 children. School house fair. Without School 1 year Cause—Trustees neglected or failed to secure teacher.

No. —, Bay Road Valley, 2½ x 1 miles, good, valuation $4,100. 24 families and 30 children. School house poor. Without School 2 years. Cause—Indifference of trustees and parents. Section should be divided and joined to Bay St. Lawrence and Sugar Loaf Section.

No. —, Munro's Point 2 x 1 miles, good, valuation $8,600. 8 families and 6 children. School house poor. Without School 2 years. Cause—Pupils attending other schools.

No. —, Big Bras d'Or, 3½ x 1 miles, good, valuation $10,000. 25 families and 32 children. School house poor. Without School 1 year. Cause—Preparing to build a new school house.

INVERNESS.

No. 8, Portage, 4 x 1½ miles, very good, valuation $7,200. 26 families and 30 children. School house inferior. Without School 1 year. School house condemned.

No —, Valley Mills, 3 x 1 miles, very good, valuation $6,100. 12 families and 16 children. School house fair. Without School 1 year. Cause—Trustees unwilling to engage teacher.

No. —, McPherson's Brook, 3 x 1½ miles, good, valuation $5,400. 10 families and 8 children. School house poor. Without School 1 year. Cause—Section too small. Should be absorbed into adjacent section.

No. —, Hay's Farm, 2½ x 1½ miles, superior, valuation $3,800. 12 families and 10 children. School house poor. Without School 1 year. Cause—Section too small.

No. —, Little Mabou, 4½ x 1½ miles, fair, valuation $8,200. 26 families and 30 children. School house poor. Without School 1 year. Cause—Disputes in reference to proposed division of section.

No. —, Mull River, 4 x 2 miles, good, valuation $10,300. 16 families and 14 children. School house fair. Without School 1 year. Cause—Trustees failed to secure teacher.

No. —, Glendale, 4 x 2, miles, good, valuation $8,700 24 families and 18 children. School house fair. Without School 2 years. Cause—Trustees utterly neglected their duties. Made no effort to hire a teacher.

No. —, Big Harbor Island, 2 x 1 miles, good, valuation $4,200. 5 families and 6 children. School house poor. Without School 2 years. Cause—Section too weak to support school. Section cannot be enlarged.

No. —, Little Narrows, 3 x 1 miles, fair, valuation $4,600. 8 families and 10 children. School house poor. Without School 2 years. Cause—Section too weak to support school. Should be joined to "Salt Springs" section.

No. —, Church, 3 x 1 miles, fair, valuation $34,100. 11 families and 12 children. School house poor. Without School 2 years. Cause—Section too weak to support school.

No. —, Brooket, 3 x 2 miles, good, valuation $5,300. 14 families and 16 children. School house poor. Without School 2 years. Cause—School house out of repair.

No. —, Glencoe, 4 x 2 miles, good, valuation $6,200. 16 families and 15 children. School house poor. Without School 2 years. Cause—Trustees failed to hire teachers.

No. —, Louisville, 2 x 2 miles, good, valuation $6,400. 9 families and 12 children School house poor. Without School 2 years. Cause—No. pupils. Attending other schools.

No. —, Campbell Mount, 2 x 1½ miles, fair, valuation $3,000. 9 families and 7 children School house poor. Without School 2 years. Cause—Too weak to support school.

No. —, Kingross, 4 x 2 miles, good, valuation $6,800. 18 families and 28 children. School house poor. Without School 2 years. Cause—School house condemned. A new house being built.

No. —, Rodina, 3 x 2 miles, fair, valuation $5,100. 10 families and 12 children. School house poor. Without School 2 years. Cause—Section refused to vote funds to support school.

No. —, Princeville, 3 x 2 miles, very good, valuation $7,200. 18 families and 25 children. School house fair. Without School 1 year. Cause—Section refused to vote funds to support school.

No. —, Kingsville, 3 x 2 miles, very good, valuation $8,400. 20 families and 22 children. School house fair. Without School 2 years. Cause—Section refused to vote funds to support school.

No. —, Scotch Hill, 2 x 1½ miles, fair, valuation $3,600. 10 families and 12 children. School house fair. Without School 2 years. Cause—Section too poor to support school.

No. —, Upper East Lake, 3 x 1½ miles, fair, valuation $2,800. 9 families and 12 children. School house poor. Without School 1 year. Cause—Section too poor to support school.

No. —, North West Arm, 3 x 2 miles, fair, valuation $4,300. 12 families and 14 children. School house poor. Without School 1 year. Cause—Trustees failed to hire teacher, not having sufficient funds.

No. —, Walker, 3 x 2 miles, good, valuation $5,600. 13 families and 18 children. School house poor. Without School 1 year. Cause—Section neglected or refused to vote sufficient funds.

E. L. ARMSTRONG, Inspector.

SOUTH COLCHESTER.

No. 10, Springmont, poor, valuation $1,800. 10 children. Without School 1 year Cause—Inability to keep a school. Will have school next term for part of the time.

No. 19, Upper Kempton, poor, valuation $2,820. 6 children. Without School 1 year. Cause—Lack of interest and means. No annual meeting held and consequently no provision for school.

No. 37, Forest Glen, good, valuation $15,000. 6 children. Without School 1 year. Cause—Few children, utter lack of interest. Will have school next term.

SOUTH PICTOU.

No. 36, Fraser's Mountain, 4 x 2 miles, good, valuation $11,000. 25 families and 15 children. School house delapidated. Without School 11 years. Cause—Carelessness. Children attend school in New Glasgow and other sections. Have re-organized section. Will probably have school next year.

No. 46, Ardness, 4 x 1 miles, good, valuation $10,000. 25 families and 25 children. No school house. Without School 14 years. Cause—Opposition to having a school. New building now complete. School ensuing term.

No. 54, East French River, 3½ x 2 miles, fair, valuation $7,760. 20 families and 10 children. School house fair. Without School 1 year. Cause—Carelessness and niggardliness. Will have school next term.

No. 72, Mount Adam, 3 x 2 miles, poor, 2 children. School house in ruins. Without School 5 years. Cause—Poverty. Nearly all ratepayers are unmarried men. No one has any interest Will attempt consolidation with Smithfield.

No. 73, Green's Brook, 3 miles, poor. 2 children. School house fair. Without School 6 years. Cause—No Scholars. All interest lost.

NORTH PICTOU.

No. 7, Poplar Hill, 4 x 1 miles, fair, valuation $7,864. 18 families and 12 children. School house new. Without School 1 year. Cause—Building a new house. Ratepayers not anxious for school.

INGLIS C. CRAIG, Inspector.

CUMBERLAND.

No. 23, East Pugwash River, 2 x. 1½ miles, good, valuation $13,747. 16 families and 11 children. School house new. Without School 1 year. No cause. Conn's Mills once a part of this section, and should be now.

No. 47, L. River Hebert, 3 x 2½ miles, dyke and wood, valuation $14,800. 10 families and 10 children. School house poor. Without School 5 years. The few children that were in section could attend River Hebert school. Re-opening coal mine, which may bring some families to section.

No. 56, Chapman Settlement, 4 x 2 miles, good, valuation $19,751. 27 families and 39 children. School house condemned. Without School 1 year. Cause—Perverseness.

No. *85, Westchester Lake, 2½ miles, wilderness, valuation $3,480. 9 families and 14 children. School house poor. Without School 5 years. Cause—Too poor.

No. 116, Salt Springs, 2 x 2 miles, intervale and waste, valuation $5,956. 10 families and 12 children. School house poor. Without School 6 years. Cause—Very few scholars. The few attended Glenville contiguous section.

No. †127, Athol Mills, 1¼ miles, wilderness, valuation $5,000 (?). 12 families and 18 children. No school house. School kept in a private house. Without School 5 years. Cause—Not enough pupils heretofore. Larger pupils could attend at Athol.

PARRSBORO.

No. 22, Eatonville, 2 miles, forest, valuation $13,000. 5 families and 8 children. School house abandoned. Without School 6 years. Cause—Not enough children to warrant expenditure. Four children attend West Apple River.

No. 27, Harrison Settlement, 3 miles, forest and intervale, valuation $10,200. 10 families and 5 children. School house quite new. Without School 1 year. Cause—Not enough children to warrant expenditure.

STIRLING.

No. 15, Moore's Mills, 2 x 1½ miles, rocky, valuation $6,300. 14 familes and 2 children. School house fair. Without School 6 years. Cause—Not enough children to warrant expenditure.

WEST COLCHESTER.

No. 24, East Mines, 1½ x 1¼ miles, loamy and rocky, valuation $5,000. 7 families and 3 children. School house abandoned. Without School 1 year. Cause—Population being miners have left since work ceased at Acadia Mines. Children may attend East or West Folly schools.

*Where breadth is not given there are no lateral bounds—section is in one street.

†Will start a school after *holidays*.

In the case of 56, there has been much trouble to secure a site. I have been called twice to endorse a site, but on both occasions trustees have been disappointed. Recently an injunction was taken out against them. There is school in old building.

School now in Sections 23, 56, 85, 127 and 27.

APPENDIX E.

REPORT OF THE BOARD OF SCHOOL COMMISSIONERS

OF THE

CITY OF HALIFAX.

YEAR ENDED - - - July 31st, 1901.

(I.)

CHAIRMAN'S REPORT.

HALIFAX, October 25th, 1901.

To A. H. MACKAY, ESQ., B.A., B Sc., LL. D., F.R.S.C.,
Superintendent of Education, Province of Nova Scotia.

SIR,—I have the honour to submit for the information of the Council of Public Instruction, the 36th annual report of the Board of School Commissioners, for the City of Halifax, together with that of the Supervisor of Schools, and the financial statements to April 30th, 1901.

EXPENDITURE.

The estimated expenditure on current account for the year, was $111,700.00, including $800.00 to be set aside for insurance premiums; and the Board is pleased to inform you, that the actual expenditure only exceeded this estimate by the sum of $234.91. The Board has used its best efforts to keep this expenditure as low as possible, without impairing the efficiency of the schools, and herewith submit a detailed statement, showing the exact expenditure in connection with each school under its care.

ALEXANDRA SCHOOL; HEATING AND CLOSETS.

The Board found it necessary to make extra expenditure in connection with Alexandra School, in consequence of the Smead system of heating and closets proving most unsatisfactory and very expensive to maintain. They have removed this system and installed hot water heating apparatus and automatic closets, at a cost of $3,950.21, which has been charged to construction account.

SUMMER STREET SCHOOL.

The difficulty in connection with the location of the enlarged school house for Summer Street School having been removed by

the ladies of the Convent of the Sacred Heart offering a piece of land on College Street, owned by themselves, the Board have made a new lease for an annual rental of $626.00, instead of $288.00, the amount of rent paid for the old school building. The enlarged building is nearing completion, and, when done, will be one of the most convenient and comfortable school houses in the city.

Death of Miss Miller; Appointment of Principals.

During the year the Board suffered the loss by death, of Miss C. I. Miller, the Principal of Alexandra School, who had served as teacher in our schools for thirty-three years; and you will be pleased to know, that in considering the appointment of a Principal for this school, the Board adopted the policy of appointing high grade male teachers as principals in all the larger schools as vacancies occur.

Manual Training.

The School Board has given much attention to the subject of Manual Training, and is now fully committed to a progressive policy in respect to this subject.

It is not in any narrow desire for present utility, or for the direct training of the pupils in any special industry requiring the use of tools, that we have undertaken this work. We recognize the fact that intelligence helps labour much more than labour promotes intelligence.

It is true that more technical skill is much needed, but it might be obtained at too great a cost, if it be made too prominent and take the place of that training which developes the whole arm of human powers and activities.

Our present system of education, as usually carried out, may be well suited to the country as a whole, or to a condition of civilization that existed fifty years ago. The country boy has, or formerly had in field work and out-door sports, abundant exercise for his motor faculties, and, with an education such as our Public Schools afford, he might develop capacity for action. But with the introduction of machinery and the division of labour, extending even to popular games, the great majority of pupils, especially in our city, is deprived of that physical training which sharpens the senses, gives exercise to the bodily powers and develops executive ability.

For many years past it was evident to many members of the School Board that our education was too much from books, instead of from things, that it seemed to open the way to the professions rather than to manual occupations, that it produced a distaste, even a disrespect for manual labour, and that it did not help the pupil to discover his latent possibilities, as it should have done. Influenced by these considerations, they established a Manual

Training School for boys in 1891. This was, probably, the first Manual Training School in the Dominion, connected with a public school system, for purely educational purposes.

For the last ten years this school has been in continuous and successful operation, popu'ar among the pupils, and an experiment of interest to outside educationists.

With only one teacher, the privileges of this department had to be confined to the boys of Grade VIII., nearly all of whom took a course of two hours a week, for one year.

In the meantime educationists abroad were beginning to recognize the fact, that the pupil's training should, of course, enable him to know much that he would not know otherwise; but that it should also enable him to see much that he would not otherwise see, and *to do* much that he would not otherwise *do*.

Sir William McDonald's generous support of this neglected factor of an all-round education has so greatly stimulated public interest, that we thought it desirable to take advantage of the present time to extend our work in this direction. You will, therefore, be pleased to learn, that we have in course of construction, in a central locality, a two story building, costing about $16,000.

The upper story is to be devoted to Domestic Science, and the first story to drawing, wood-work, wood turning and forge work. The building and equipment will fully justify the liberal grant made by the Nova Scotia Government to the City for the encouragement of a most practical education. The additional cost to the School Board will be but trifling.

RECEPTION TO THE DUKE AND DUCHESS OF CORNWALL AND YORK.

The demonstration in connection with the reception of the Duke and Duchess of Cornwall and York, was used by the Board to make a lasting impression of loyalty on the school children, never, we trust, to be forgotten. About 6 000 children were massed on a stand, erected on the north common, and during the royal review, sang patriotic songs, waving flags and cheering most heartily their future king and queen.

OFFICIALS.

It is with very great pleasure that the Board record their appreciation of the efficient services of Supervisor McKay and Secretary Wilson, with the hope that these gentlemen may be long spared to serve the Board, in their respective positions.

Respectfully submitted,

A. L. WOOD,
Chairman.

SUPERVISOR'S REPORT.

To the Chairman and Members of the Board of School Commissioners for the City of Halifax:

GENTLEMEN,—I have the honour to submit statistics relating to the schools of the City of Halifax for the year ended 31st July, 1901, together with such other information regarding them as seemed desirable, and suggestions for their improvement.

As may be seen from the following conspectus, the entire system comprises 151 departments:

Class.	No. of Depts.	No. and Grade of Teachers.
Academy.....	6	4 Academic. 2 First-class. 2 Unlicensed assistants—specialists in Modern Languages and Drawing.
High School.....	3	1 Academic. 2 First-class.
Common Schools.	135	6 Academic.* 49 First-class. 75 Second-class. 5 Third-class.
Kindergarten	1	1 Second-class.
Reformatories....	2	1 Second-class. Industrial School. 1 Third-class St. Patrick's Home.
Manual	2	1 First-class,—a specialist in Manual Training. 1 A specialist in Domestic Science. Diploma from South Kensington, Eng. 1 Assistant, First-class.
Evening	2	2 First-class. Teachers from the day Schools

*One of these departments, viz. St. Patrick's Boys' School, has classes in Grades IX. and X. (High School Work).

We have, therefore, 9 departments engaged in high school work, and 135 in common school work, 1 kindergarten, 2 manual training schools, 2 schools for delinquents,and 2 evening schools, in all 151 departments and 148 teachers, of whom 3 are unlicensed specialists. There is besides, 1 licensed assistant in the School of Domestic Science.

The Evening Schools are usually open only during the months of December, January and February.

In the month of May, a large number of children who reached the legal school age, or who were detained at home by the cold weather, applied for admission to the Primary departments. To prevent over-crowding, five temporary departments were provided until summer holidays, after which the more advanced pupils were graded into higher departments. The schools requiring such departments were Richmond, Young St, Albro St., St. Patrick's Girls' and Compton Avenue. There were only 134 departments open for the whole year.

THE NUMBER OF TEACHERS AND PUPILS FOR THE YEARS ENDING 1900 AND 1901 COMPARED.

COMMON SCHOOLS (including Kindergarten and Reformatories).		1900.	1901.	Inc'se.	Dec'se.
Male Teachers.	A. (Academic)	4	5	1	.....
	B. (First class)	6	4	.....	2
	C. (Second class)	1	1	.....	.....
	D. (Third class)	1	1	.....	.....
Female Teachers.	A. (Academic)	2	1	.....	1
	B. (First class)	43	45	2	.....
	C. (Second class)	78	76	.....	2
	D. (Third class)	5	5	.....	.....
Totals	Male	12	11	.....	1
	Femaie	128	127	.....	1
	No. of Departments	140	138	.....	2
	Having Normal School Diploma	57	62	5	.....
	No. of Teaching Days	204	203	.....	1
	No. of Pupils enrolled	7655	7462	.....	193
	No. over 15 years of age	428	323	.....	105
	No. under 15 years of age	7227	7139	.....	88
	No of Boys	3848	3730	.....	118
	No of Girls	3807	3732	.....	75
	Grand Total Days' Attendance	1033172	1021856	.....	11316
	Average present daily	5171	5139.6	.....	31.4
	Percentage of attendance	67	72	5	.....
	No. of Pupils daily present with each teacher on an average	36	37	1	.....
	Cost per Pupil	$12 90	$13 37	$0 47	...

		1900.	1901.	Inc'se.	Dec'se.
SECONDARY SCHOOL	County Academy, Grade D, 124; C, 97; B. 99. Total.....	.....	320	.....	.....
	County Academy, Grade D, 122; C, 115; B 96. Total.....	333	.....	.....	13
	High Schools, Grade D, 48; C, 39; B, 8. Total.....	.....	95	.....	.....
	High Schools, Grade —, 74; C, 15; B 17. Total.....	106	.....	.....	11
	Percentage of pupils in High School studies.....	5.5	5.6	.1	.....
	Academy—Cost per pupil.....	$ 30 58	$ 35 38	$ 4 80	.....

The most striking fact revealed by these tables is the large decrease in school attendance, viz., 193 in the common schools and 13 in the academy, making a total decrease of 206 in the enrolment.

The year 1894 showed an increase of 252 and the succeeding years an increase of 109, 102, 202, 26, 38, and 47 respectively, but now we have a decrease of 193.

In order that any new school building erected may be properly located it is important to note that the centre of population is moving to the west and north. At one time the National and Acadian Schools had over 400 pupils enrolled. In 1893 the National School was closed and the Acadian has now but 146 pupils. In 1887 Compton Avenue school had but 299 pupils; now it has 602. Acadian School has one vacant room. Alexandra a comparatively new school, will in less than three months have one room vacant. and next year possibly two.

The trend in this direction may be clearly seen from the following table:

School.	Enrolment.		Increase.	Decrease.
	1900.	1901.		
Academy	333	320	.....	13
Academy Preparatory	44	31	.....	13
Acadian	162	146	.....	16
Africville	33	28	.....	5
Albro St	590	572	.....	18
Alexandra	705	676	.....	29
Beech St	172	168	.....	4
Bloomfield	350	370	20	.....
Compton Ave	577	602	25	.....
Industrial	44	50	6	.....
LeMarchant St	273	275	2	.....
Maryville	109	85	.....	24
Maynard St	49	45	.....	4
Morris St	596	584	.....	12
Orphanage Prot	69	60	.....	9
" R. Catholic	117	109	.....	8
Richmond	262	251	.....	11
St. Mary's Boys'	433	399	.....	34
" Girls'	539	527	.....	12
St. Patrick's Boys'	554	567	13	.....
" Girls'	608	639	31	.....
" Home	88	77	.....	11
Summer St	256	251	.....	5
Tower Road	211	207	.....	4
Young St	682	648	.....	34
Acadian Night	51	41	.....	10
St. Patrick's Night	81	54	.....	27
Totals	7988	7782	97	303

Net Decrease 206.

It will be noticed that the regularity of attendance has increased from 67 to 72 per cent. This improvement may be fairly attributed to amendments in the Compulsory Attendance Act. This Act might, however, be even more strictly enforced, with good results to the ratepayers and without any hardship to the truants or to any parents who are honestly trying to give their children the advantage in the struggle of life of a good public school education.

It is generally admitted by those who have given attention to the subject that the majority of truants, if left to themselves, would lead useless lives or become criminals, but that if placed in suitable institutions for a sufficiently long period at least three-fourths of them would become good citizens. Reformatories are

cheaper than prisons. A strict enforcement of the Compulsory Attendance Act would therefore ultimately benefit the general ratepayer by lessening the number of criminals, while it would be the means of making happy many lives that would otherwise be blasted. Experience has proved that punishment for inexcusable non-attendance has a most beneficial deterrent effect upon those who have a tendency to this fault. This is perhaps its most useful result. Besides, it is a great gain to all the other pupils of the schools to have them protected from those whose conduct in the school room is generally a disturbing element; preventing the teacher from doing her best work, and leading the weaker pupils astray.

Changes in the Teaching Staff.

Resignations :—

Sr. Josephine,	Grade	C	from	2nd	dept.	Maryville School.
Sr. F. Borgia,	"	C	"	2nd	"	St. Mary's Girls' School.
Sr. Rita,	"	C	"	6th	"	St. Patrick's Girls' School.
Miss B. M. Lawrence,	"	C	"	5th	"	Summer St. School.
Mr. C. W. Brown,	"	B	"	2nd B	"	Morris St. School.
Mrs. E. P. Etter,	"	C	"			Africville School.
Mr. George Ross,	"	B	"	1st	"	Acadian School.
Miss J. B. Campbell,	"	D	"	2nd	"	Le Marchant St. School.

Appointments :

Mr. Edw. Cummings, B.A., Grade A. Norm. Sch. to 2nd dept. St. Mary's Boys' School.

Sr. Alonzo,	Grade	B	Norm. Sch.	to 6th	dept.	St. Patrick's Girls' Sch.
Sr. Ernestine,	"	B		" 10th	"	St. Mary's Girl School.
St. Delphine,	"	C	"	" 4th G	"	Young St. School.
Miss J. C. Tynan,	"	B	"	" 5th	"	Summer St School.
Miss B. Connor,	"	B	"	" Asst. Domestic Science School.		

J. B. McCarthy, B.A., B.SC., B, to Academy Nat. Science.

Transferred :—

Miss J. R. McArthur, from 2nd to 1st. dept. Acadian School.

St. Felix, from 4th G dept. Young St. School to 2nd dept. Maryville Sch.

Sr. Electa, from 10th to 2nd dept. St. Mary's Girls' School.

Sr. Raphael, from 12th dept. St. Patrick's Girls' School to 6th G dept. Young St. School.

Sr. Leo, from 6th dept. Young St. School to 8th dept. St. Mary's Girls' School.

Sr. R. Vincent, from 8th dept. St. Mary's Girls' School to 12th dept. St. Patrick's Girls' School.

Miss T. Sullivan, from 8th dept. St. Mary's Boys' School to 5th dept. Summer St. School.

Miss J. C. Tynan, from 5th dept. Summer St. School to 8th dept. St. Mary's Boys' School.

Temporary Teachers :—

Miss M. Spencer, Grade B, Albro St. School.
Miss F. O'Donnell, M.D., " C, Bloomfield School.
Miss E. Boreham, " B, Compton Avenue School.
Miss W. Read, " C, Richmond School.
Sr. A. Berchman, " D, St. Patrick's Girls' School.

Leave of Absence :—

Miss I. M. Wiswell, 1 year, illness.
Mr. G. Ross, 1 year, illness.
Mr. P. O'Hearn, 2 months, illness.

THE ACADEMY.

The course of work in the Academy does not present any new features this year, except perhaps in the greater and more systematic attention given to laboratory work in botany, physics, physiology, and especially chemistry. The new science teacher, Mr. J. B. McCarthy, B. A., B. Sc., of King's College, is well qualified for his work. He is not a narrow specialist, but has a good all-round knowledge of the various subjects of science which he has to teach, so that he is enabled to make the proper correlations and thus economize the time and energy of his students. There is no part of their work which they seem to enjoy more than the afternoon in the laboratory, gaining those clear sense images and vivid concepts which make the text-books something more to them than mere words. No teacher could be more devoted to his work. His subjects require that in addition to studying how to present them most effectively a large amount of extra time must be given to the preparation of experiments for next day's demonstrations in class.

In view of the fact that so much of the industrial prosperity of our country depends upon technical education, of which science is the basis, it is to be hoped that the School Board will be generous in its support of this department, and make it possible to give the students something more substantial than a book-knowledge to enable them to pass successful examinations.

PROVINCIAL EXAMINATION RESULTS.

	1900.				1901.			
GRADE.	No Enrolled.	No. applied for Exam.	Obtained Grade applied for.	Obtained grade.	No. Enrolled.	No. applied for Exam.	Obtained Grade applied for.	Obtained grade.
D	122	87	79	91	124	80	66	70
C	115	91	80	90	97	67	63	76
B	96	70	59	59	99	66	49	49
Total.	333	248	218	240	320	213	178	195

	1900.	1901.
Per cent applying for examination	74	66
" of B's obtaining grade applied for	84	74
" " C's " "	88	94
" " D's " "	91	82
" " all candidates obtaining grade applied for	88	83
" " enrolled pupils " "	65	58

It will be noticed that a smaller number of pupils than usual applied for examination, and that with the exception of Grade C there was a smaller percentage of passes. In grade C out of 67 applicants only 4 failed. Business men more than ever before appreciate the value of a high school education, and consequently a larger number than usual of the Academy students obtained situations before the end of the school year. High school pupils do not appear to advantage when they first enter an office, but it is found that their superior mental discipline soon enable them to outstrip their less favored competitors.

Academy Library.

All the teachers of the Academy deserve much credit for their continuous and successful efforts in securing a good library for the use of their students and for the way in which it is utilized in supplementing the work of the class rooms. The students are forming habits of correct reading and of consulting the library for additional information. They are learning to appreciate good literature. The school that forms in the pupil a desire for only good reading, that forms the habit of utilizing the library and that gives the knowledge of how to use it to the best advantage, may be said to have educated him; but not otherwise.

Much of the success of this library is due to the good literary taste of the librarian, Mr. J. W. Logan, and to his untiring efforts in bringing the best books to the notice of the pupils.

The defects in the training given in the Academy to which I referred somewhat fully in my last report still remain. They will no doubt be removed as soon as public opinion becomes sufficiently enlightened to demand improvement.

St. Patrick's High School.

Provincial examination results.

	No. Enrolled.	No. applied for Examination.	Obtained Grade applied for.	Obtained Grade.
D	62	23	12	20
C	28	27	16	17
B	8	8	7	7
Total..	98	58	35	44

PROVINCIAL EXHIBITION WORK—MORRIS ST. SCHOOL, HALIFAX, 1901.

	1901.
Per cent applying for examination	59
" of B's obtaining grade applied for	87
" " C's " " "	59
" " D's " " "	52
" " all candidates obtaining grade applied for	60
" " enrolled candidates obtaining grade applied for	35

As the work of the schools has been along the same lines as last year, and as it has not varied in any important particulars, it does not seem necessary that I should enter into any detailed statements about each school, which, indeed, could be but little more than a repetition of last year's report. It is a satisfaction to know that the tendency is upward, that the number of teachers with a professional training and high scholarship is gradually increasing, and that the moral tone and faithfulness of the pupils, and of the teachers particularly, was never higher.

School Exhibits.

There is one feature of last year's work deserving of special attention,—the careful preparation made for a good exhibit of school work at the Provincial Exhibition. It was the best ever made by the Halifax schools, and secured 25 medals and 45 diplomas.

The best work was done in drawing, writing and sewing. Early in the year I sent for prize samples of drawing from Malden, Massachusetts, as a model for our teachers We also had classes in drawing, taught by Mr. Lewis Smith, who has studied the most modern developments of school drawing, and who was very successful in imparting much of his own enthusiasm for the subject. The result was a very fine exhibit of drawing from several schools, particularly object drawing from Morris St., and original designs from St. Patrick's Girls' schools.

The modelling was also good. Several schools were supplied with clay of good quality from Middle Musquodoboit. It was noticed that the pupils became intensely interested, showing that this work appealed to a natural desire in the child to be doing something with his hands, gaining concrete ideas of form, and developing his taste by making things beautiful. The modelling was awarded prizes in several grades. I would recommend that provision be made for the continuance and extension of this form of hand training. A natural history exhibit from Mr. Brown's pupils in Morris St. school deserves special mention, as do also several exhibits of the same kind from Compton Avenue and Richmond schools.

READING.

In our common schools more time is devoted to reading than to any other subject except Arithmetic. And yet the results are not at all satisfactory. Generally a pupil is thought to be a good reader if he can pronounce the words distinctly, make the proper pauses, and give the correct inflections and emphasis. But this is a mistake; the essential factor in reading is the power of obtaining thought through the written characters. The pupil is a good reader if the printed words readily call up in his mind the intended concepts vividly and properly related. Many of our teachers do not regard reading as a process of thought-getting, and consequently they very improperly devote their energies mainly to the outward form, tone, accent, enunciation, etc., and neglect "the higher educational process that would stimulate and regulate the lower visual and motor activities over words and in speech."

In speaking, the more we concentrate our attention upon the thought, the more effective will be the form in which it will be expressed. In reading, likewise, the enunciation, inflection and emphasis may be largely left to take care of themselves if the thought is interesting and clearly apprehended.

In this connection permit me, more especially for the benefit of the teachers, to call attention to the following maxims:

1. The association of the word and the idea is the beginning of learning to read.

2. The written word must come with a real message to the mind and heart of the pupil. It must have repetitions but with endless variety.

3. Interest in content, when it is properly sustained, is the efficient means in the mastery of language forms.

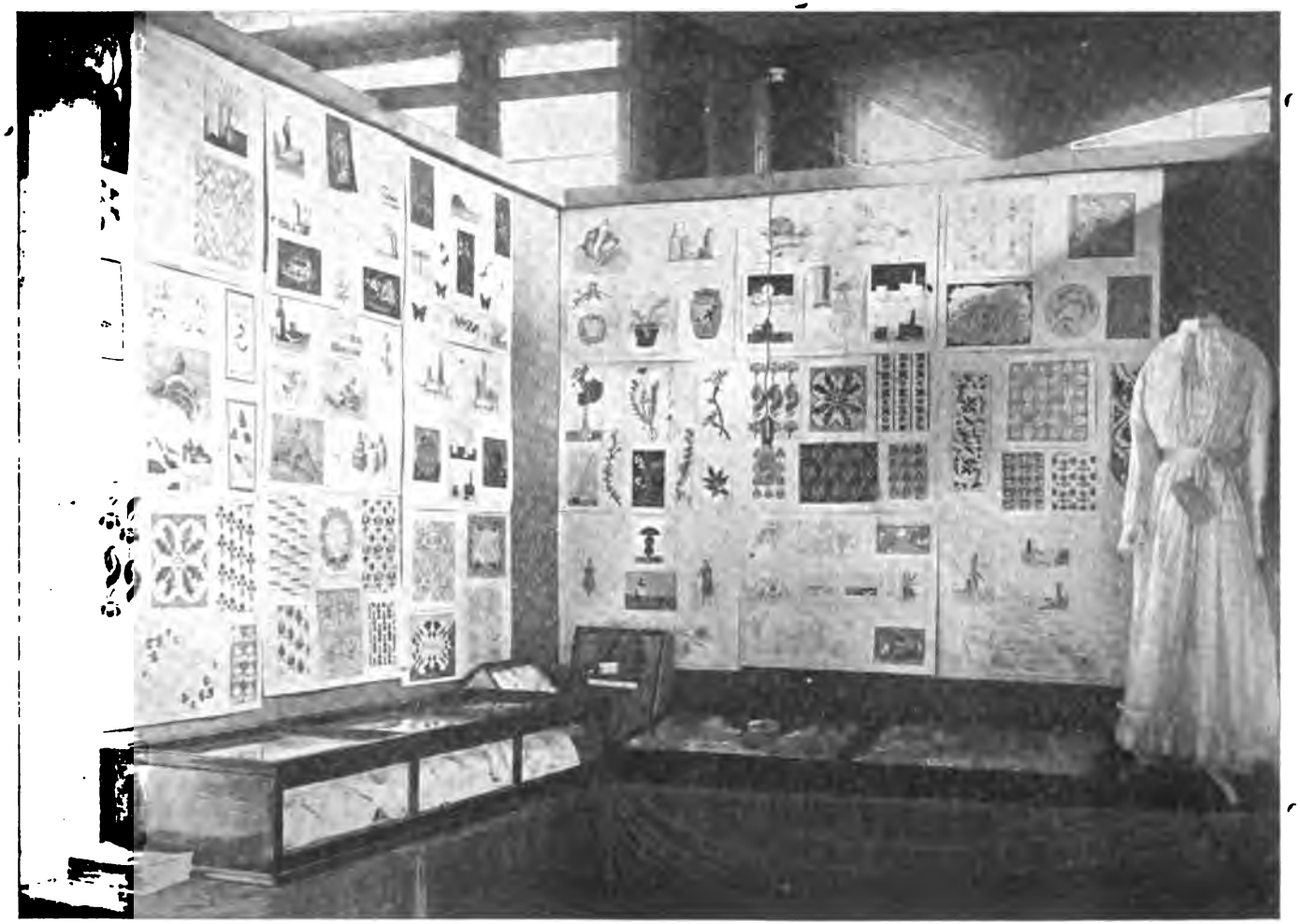
4. Children are most interested,—

   (*a*) In humanity and its activities, especially in children.

   (*b*) In nature, especially whatever in nature exhibits life and movement.

5. Materials for reading should be chosen from literature and nature study, and should be adapted to the child's stage of development.

6. The first reading lessons should be from the blackboard and should consist of simple statements in the children's own words of what they have observed during the nature lessons given to supply interesting material for reading, and so form the basis for future science teaching.



PROVINCIAL EXHIBITION WORK—ST. MARY'S GIRLS' SCHOOL, HALIFAX, 1901.

7. In preparation for every reading lesson the teacher should ascertain that the pupils are possessed of the necessary apperceiving ideas.

8. The reading lessons should not consist of random selections. They should as far as possible be related to each other and to other subjects of the course, so that to-day's lesson may be apperceived by means of yesterday's lesson, and furnish the apperceiving ideas for to-morrow's lesson.

By this means interest will be deepened, vital relations will be observed, and the parts of knowledge will be organically united and made more available.

"Reading should be throughout the grades the most delightful work of the day, as it is the most important when teachers give their whole thought to the great central ideational process; then will excellent devices multiply which will give interest and zest, making reading attractive from the very beginning, so that a love for books will begin in the primary grade, and a true literary taste find its genesis there."

Our Common School Text-Books.

As a matter of course text-books should always be made to suit the particular stage of development reached by the pupils who are to use them. But it is almost equally necessary to take into account the teacher. For the most part the ideal text-book can be used to the best advantage only by the ideal teacher. To get the best results from the average teacher it is sometimes necessary that the text-book should be modified to correct his defects. The poorer the teacher the more the pupil stands in need of a text-book containing information which the teacher is not fitted to impart We shall find a good illustration of this in the teaching of History.

As the conditions of no two schools are exactly alike we cannot have text-books perfectly suited to all, nor concerning the merits of which all will agree. There are few things more difficult than ascertaining the true value of a text-book. It implies a thorough knowledge of child psychology and of the best methods of teaching the subjects, an acquaintance with the conditions under which the book is to be used, actual practice in the use of the book in these conditions, a consensus of the opinions of skilled teachers who have used the book in different circumstances, the power of drawing sound conclusions, and an entire freedom from prejudice or selfish motives arising from the hope of pecuniary gain. Without such qualifications and careful scientific investigation it would be presumptuous for even the best qualified educationist to give pronounced opinion as to the merits of the text-books now in use, or of others whose claims may be urged by anxious book agents.

In forming the opinions which I am about to express I endeavored as nearly as possible to realize all the requisite conditions. The teachers of the city, many of them with college degrees and a professional training at the Normal School, have been testing these books in their class-rooms for years. I have utilized their experience in modifying, correcting and enlarging my own views Those conclusions, on which there is a general agreement, should be of some value. At our teachers' meetings the merits and demerits of our text-books were discussed. By unanimous resolution I was requested to formulate the views which I had presented as being substantially a correct expression of their opinions.

READERS.

Reading is undoubtedly the most important subject taught in our schools. Every other department of school work is influenced for good by favorable impressions towards learning produced at first by attractive readers and skilful teaching, followed by the acquisition of the habit of reading attentively and intelligently and the living appreciation of good literature.

Beginning with the primers then, they should be printed on good paper in clear bold type. Special care should be taken to have the text properly illustrated with good pictures, some of which should be colored to make the pages bright and attractive. The sentences should be constructed so as to suit the phono-analytic plan of teaching. They should be so related to each other as to form a connected story of the greatest possible interest to the pupil. Every lesson should contain a few new words introduced systematically and printed separately at the beginning of the lessons both in script and in ordinary type. A few simple nursery rhymes, fables and fairy tales should find a place towards the end of the Primer or in a supplementary reader for use in the first year.

In nearly all these points our prescribed primers are very deficient and very much inferior to many other primers in use elsewhere.

In the Readers for the 2nd, 3rd and 4th grades the selections are not of sufficient literary merit and interest. These books would be better liked by the children, they would produce better ethical results and create a taste for good literature if they contained more of the mytho-poetic elements, carefully selected, which appeal to the child's heart at this critical stage of his development. The 4th and 5th Readers contain many selections from the best authors. They are, however, too scrappy and are not well-adapted to lead the pupil to the reading of the larger works from which they are taken. A few of them are geographical descriptions—not of countries in which we are most interested.

Readers for Canadian children should contain something about Canadian scenery and resources, about our great statesmen and warriors, and something of our literature in order that love of country might be developed.

If definitions of words are given they should first be the nearest synonyms and then the special meaning, By giving the accidental meaning only, as is frequently done in these Readers, a false association of words is formed which often in after life leads the pupil astray.

In short these Readers are not well calculated to create a love for learning, to stimulate the imagination and ethic conscience, to awaken thought, to foster patriotism and to cultivate a taste for the beautiful in art and literature.

We should have three or four of the best modern Primers for the first grade, two Readers for the second grade and one Reader for each of the other grades—the last two much smaller than those now in use.

For over a quarter of a century leading educationists have been busy trying to produce better Readers, and it would be altogether unreasonable to suppose that they had not been more or less successful. By utilizing the labors of others it would not be difficult to surpass even the best that has been done. In such a fundamental subject our children should have the best that can be produced. Our teachers have lost all interest in textbooks which were prescribed before some of them were born, and they, as well as the children, would receive a new stimulus and do better work if they could have better instruments with which to do it.

The Spelling Book Superseded.

The Spelling Book Superseded which is over forty years old is not as much used in our schools as it should be. The process of learning to spell may be much shortened by mastering its difficulties in classes. At least one-half of this cheap little book is well suited for this purpose and might with great advantage be utilized to a greater extent than at present.

Health Readers, Nos. 1 and 2.

The amount of information regarding physiology, hygiene, stimulants and narcotics contained in these books might be greatly condensed without any loss of clearness. Children soon come to dislike a diffusive style such as we find here. Pupils of the seventh and eighth grades would find no difficulty in appreciating and profiting by a fuller treatment of the fundamental principles of sanitation, hygiene, contagious diseases, etc.

INTRODUCTORY GEOGRAPHY.

This text-book compares favorably with any others on this subject that I have seen. The descriptive text might be shortened by taking countries with similar physical conditions in groups. Important principles should be emphasized more strongly and unimportant facts eliminated both from the text and from the maps. More attention should be given to physiography.

CANADIAN HISTORY.

History should be taught orally and by the laboratory method. The teacher describes vividly the events which he wishes the pupils to know. He dwells upon the most important facts and shows how they are related to each other. He excites a deep interest in some topic or problem and asks his pupils to find out all about it for themselves, telling them what books to consult. He and his pupils have many books of reference, but only one small text-book, in which there are a few dates and in which the leading facts are set out with due regard to historical perspective. This text-book will contain only about fifty pages, and it is to be used only for review. It may be partly memorized, but only after the mind is already stored with historical content so that every fact in the text-book calls up a whole group of related facts.

If the teacher is not qualified to teach in this way, or if she has no time on account of having several grades and too much work, then it is necessary to place in the hands of the pupils a moderately full text-book written in a simple and graphic style entirely within their comprehension—a text-book in which the relative importance of the topics will be shown by different styles of type. The headings of the chapters should be an outline of their contents. Suitable illustrations should help the pupil to a vivid mental picture of the persons, scenes and customs described in the text. Nor should a short table of topics and dates be omitted.

Now it will be readily seen that our prescribed text-book on Canadian History cannot be made to suit either class of teachers, that in fact it cannot be used as a text-book. Some of our best teachers, finding that their pupils were confused and disheartened by its use, discarded it and adopted the first method of teaching which I have described. They of course prepare, at considerable trouble an outline course of lessons for their pupils' use, to follow their oral teaching. Others select for their pupils the more important chapters of the prescribed book, but as the style is not suited for such young children and the book is so ponderous the result is not satisfactory.

It is nevertheless a valuable book, and several copies of it should be found in every school room in the country. The story of the

making of the Dominion is well told. I have compared it carefully with many of the other histories and do not hesitate to give it a first place. Used as a text-book, however, it is not calculated to make our own history a popular subject in school. It has a place—an important place as a book of reference.

Brief History of England.

English History is now studied in our schools with much more pleasure than formerly, and probably therefore with more profit. This is because in this subject the method was adopted three years ago which is now recommended for Canadian History. When the "Outlines of British History," a valuable and well-written book, but advanced in style and full of details, was replaced by the simple outlines which we use now, English History ceased to be dreary drudgery.

Lessons in English.

Formerly, teachers seemed to think that a practical knowledge of English was best acquired by the study of grammar, parsing and analysis. Much time was therefore devoted to these subjects. Of all the books prescribed for the common schools the English Grammar was the most difficult and abstruse. The dissatisfaction with it became so great at last that it had to be abandoned, and in its place we have "Lessons in English." It is suggestive as to improved methods of teaching English in the common schools, and in that respect it is likely to be of great use to the teachers. They complain of its want of method. It does not give that amount of attention to grammar which is required to prepare pupils for examination or for higher language work such as Latin. If, then, it is to be used by the pupils, it should have a grammatical supplement, or we should have a small book on grammar prepared with special reference to the "English Grammar" of the Academy and High Schools.

Home Lessons.

As the vast majority of parents, teachers, and well disposed pupils are in favor of reasonable home lessons, it might be well to give some prominence (I) to the *characteristics* of suitable Home Lessons, and (II) to the *arguments* in their favor.

I.—1. The home lessons assigned should be so easy that pupils could master them without help and so interesting that they are *likely* to learn them.

2. Home lessons should be definite and admit of easy correction, as, (*a*) Reproduction of some portion of the day's work. (*b*) Preparation for next day's work, like spelling, map-drawing, memory work (recitation, dates, rules, tables, exceptions in grammar.)

[illegible] from the cai [illegible] human body pro- [illegible] girl is benefitted [illegible] The diseases of id'e- [illegible] children injured by [illegible] who suffers from over- [illegible]

[illegible] the most effective means that can be [illegible] the child centred at his own powers and environment, [illegible] the habit of study in adverse or in any cir- [illegible] a habit more valuable than any mere learning, a habit

so difficult to form that it can scarcely be started too soon in school life.

8. Home lessons have received the approval of all the great educationists of the world, As examples let me mention Page, of America; Sir Joshua Fitch, of England; and Diesterweg, of Germany.

In the carefully revised regulations recently sent to teachers English Department of Education, I find the following:—

Home lessons should be used "to illustrate and to fix in the memory lessons which have already been explained in school, rather than to break new ground or to call for a new mental effort. This purpose is served by lessons of a simple and definite character—a sum, a short practical extract a list of names or dates, a letter, an outline map, a parsing exercise, such as may be readily prepared in half an hour, and may admit of easy testing and correction on the following day. When these conditions are fulfilled, the home task is found to have a very valuable effect, not only in helping the scholar and so encouraging the habit of application, but also awakening on the part of the parents an interest in the school work."

If home lessons were discontinued our pupils would lose much of the little power of initiation and mental independence which they now possess. In our city schools we help the pupils too much and cram them with facts to enable them to pass examinations well, and there too often the matter stops. We should look more to the formation of character, of good habits of study, of self-reliance, of getting at reasons and fundamental principles Pupils must be taught to tolerate hard work and even to enjoy it, to enjoy the mastering of difficulties. They should be led to ask questions, to originate problems as well as to solve them.

It is evident then, that the important question for us is:—How shall we wisely *assign* home lessons, *prepare* the pupils to learn them with intelligence and pleasure, and accurately *ascertain the result* next day, to the end that thoroughness may be secured and slipshod habits of study avoided. Home lessons have no value and encourage carelessness unless they are thoroughly examined. Honest teachers will, before assigning home lessons think carefully whether they have time and strength to examine them all critically.

"Book-work for lessons has obvious advantages. It is definite. It puts into a concise and rememberable form, it focuses, so to speak, much of what is treated discursively in oral lessons. It can be revised again and again, as often as is necessary, until it is understood. Just as oral teaching is the main instrument for awakening intelligence, so book-work is the chief safeguard for accuracy, clearness of impression and permanence. We cannot do without either. It is however the best teachers who are most in

danger of undervaluing set lessons from books. It is the worst or at least the common place, the indolent, the uninspired teachers who have a constant tendency to overvalue them. It is the easiest of all forms of teaching to set a book-lesson, and to say, 'go and prepare it.' It is because it is so easy that a good teacher will always exercise special watchfulness over himself and ask before setting a lesson. 'Is this really the best way of effecting my purpose?'

SIR JOSHUA FITCH.

DRAWING.

The possibility of human progress in knowledge, arts and science is mainly conditioned by the perfection and command that man has of the instrumentalities used to express thought. Drawing was used for that purpose throughout all the ages before writing was thought of, and now more than ever before, notwithstanding the perfection of other methods of communicating ideas.

The ability to draw is a necessity for the artisan who would excel, a delight for the man of culture, and an advantage to every one. It is a language that can be read by everybody. Within the range of its application it is capable of conveying the idea intended with great fidelity and impressiveness.

A knowledge of mechanical drawing and designing is absolutely necessary for the successful prosecution of nearly all the industrial arts. Without a knowledge of designing many of the world's most important industries would cease. In the common schools of Germany the teaching of drawing for three hours a week is obligatory. In Scotland under the new code, and I think in England as well, drawing takes rank with reading and arithmetic as one of the four compulsory subjects.

A good knowledge of mechanical drawing or designing, the elements of which should be easily obtainable in any good school would greatly increase the earning power of every boy and girl. The apprentice who demonstrates his ability to read working drawings is the one who a few years later becomes the master mechanic, foreman, or independent employer of labor.

If girls were taught designing new fields of usefulness and profitable employment would be opened to them. Many homes that are now unattractive would be supplied with articles of comfort and beauty.

Drawing is one of the best means at the disposal of the teacher for the training and testing of the powers of observation. The habit of accurate observation is one of the best that can be formed in early life. For by its means the stock of elementary perceptions, which supply material to the reasoning and imaginative faculties, is greatly increased and the possessor's whole future intellectuality is greatly enriched.

Greater power of seeing generally means greater interest, more enjoyment, more power, more profit. The pupil who would learn to draw well must carefully note the object as a whole, the relation of the parts to each other, and more minutely each part in itself. It need scarcely be pointed out that pupils who have formed this habit have a great advantage in many school studies, such as spelling, writing, science, &c. The ability to draw well and to understand drawings is particularly useful in all nature studies. The creative imagination trained in designing, illustrating and pictorial composition reacts beneficially in the learning of literature, history, and especially geography.

Drawing is the most important instrument we possess for the development of the sense for the beautiful both in form and in color.

There is a close relationship between the utility of an object and its beauty of form, and in many cases its commercial value almost wholly depends upon its artistic qualities. The individuals or nations that put the most art into their wares will have the command of the markets. To many this will be a sufficient reason for fostering art work in our schools.

It is evident then that drawing by being an effective means of cultivating the taste, benefits the artisan by increasing the value of his wares; that it transfers the refinement acquired in the schools to the less cultivated homes, and that in general it greatly increases capacity for enjoyment and elevates morals.

It is desirable, perhaps I should say necessary, that every teacher should be able to utilize the language of drawing as a mode of expression in general teaching. A few lines on the blackboard is often more effective than a lengthy verbal description.

A proper correlation of studies not only enables the teacher to find time for more work, but it also improves the quality of the work done. If the relations and interdependence of the different subjects are continually kept prominent, they are more correctly apprehended, and connected with knowledge already in the mind by so many additional bonds, that their permanency is greatly increased. To take an example from our subject; if the lessons in science or natural history are carefully illustrated they will make a much deeper impression, and at the same time drawing will be taught incidentally and most effectively, for the pupil's desire to express his ideas clearly will act as a stimulus to accurate representation.

It is evident that the teaching of drawing in the public schools is deserving of more attention than it has yet received from this Board. The regular teachers as a class have not succeeded in this subject as in others, partly because in their early education it was not generally taught, partly because the best work needs special talent, and defective work is more easily noticed than in other departments.

In all the cities of the United States and even in the most of the smaller towns special teachers are employed and the result is of course much better work. Many of our teachers, perhaps I should say all who thought they had any talent for drawing, have been very ready in taking art lessons whenever they had the opportunity, and as a consequence there has been some progress, though not satisfactory.

We cannot expect to equal other countries in art culture, industrial or æsthetic, until we also have a special art teacher for our schools.

Death of Miss C. I. Miller.

Before closing, it is proper that I should refer to the valuable educational work of the late Miss Miller, who died in New York last Christmas holidays.

Miss Miller was the daughter of a Baptist clergyman, long and favorably known in Halifax. She was educated in a private school and obtained a grade B license in 1866. In 1867 she was appointed to the fourth department of Brunswick Street School, Mr. Dakin being Principal. He was succeeded by Miss Helen M. Layton. Upon her resignation in 1870, Miss Miller was advanced to the Principalship, a position which she held until 1884, when she was appointed to the Academy, which was then reorganized and made to absorb the senior departments of the school taught by Miss Miller. There she found that teaching boys and girls in the same classes was not congenial work, and at her own request she was reinstated in her old position in the Brunswick Street School, a position which she held until her death.

Before the establishment of the Academy in its present form in 1884, the Brunswick Street School was under Miss Miller and Miss Mackintosh the principal high school of the city. It achieved its greatest success in the preparation of young ladies who wished to secure teachers' licenses They rarely failed in their examination, and when they became teachers they carried into their work much of Miss Miller's conscientious, untiring industry and gentle spirit energized by Miss Mackintosh's enthusiasm. Miss Peters, who afterwards so ably assisted them, was a typical product of their joint labors.

Miss Miller, who was the teacher of so many of our teachers, and of so many of the mothers of the pupils, will long be remembered for her unselfish devotion to duty, for her strong moral influence over her pupils, in all of whom she took a personal interest, and for her discipline where gentleness effected more than severity, of which indeed she was incapable.

To keep fresh the memory of her many noble qualities, her colaborers have placed a large and beautiful portrait of her in Alexandra School, where she taught so long and so acceptably.

Respectfully submitted,

A. McKAY,
Supervisor.

Halifax, 1st Nov., 1901.

APPENDIX F.

SPECIAL PROVINCIAL INSTITUTIONS.

(I.)

Halifax Institution for the Deaf and Dumb, 1901.

To A. H. MacKay, Esq., Ll. D.,
Superintendent of Education.

Sir,—The attendance for the school year has been one hundred and twenty-four, of whom one hundred and four belong to Nova Scotia, ten to Newfoundland, seven to Prince Edward Island, one to New Brunswick, and two to Bermuda.

The representation by counties for Nova Scotia is as follows:

Annapolis County	3	Hants County	5
Antigonish "	3	Inverness "	12
Cumberland "	11	Kings "	5
Cape Breton "	7	Lunenburg "	10
Colchester "	4	Pictou "	7
Digby "	4	Queens "	1
Guysboro "	1	Richmond "	4
Halifax "	5	Shelburne "	7
Halifax City	11	Yarmouth "	4
Attendance at present	104	Total	104
Left School	17	Newfoundland	10
Expected to return	3	P. E. Island	7
	124	Bermuda	2
		New Brunswick	1
		Total for all Provinces	124

The school is divided into nine classes, in charge of teachers of varying experience and ability. The successful education of the deaf requires the services of experienced capable teachers much more than others. The difference between the respective results produced by the poor teacher and the good teacher is far more apparent in the case of the deaf than of the hearing. The reason of this is that the deaf child is dependent entirely on the teacher, while the hearing child has the assistance of parents, brothers, sisters and school mates.

In a school such as this it is not always possible, for various causes, to get a complete staff of trained and experienced teachers, and therefore the best results cannot be obtained. It is satisfactory to report that every year the staff is improving, and better work, especially oral work, is being done. Within the year the institution was fortunate in securing the services of two trained and successful oral teachers from the largest school in England, Mr. J. A. Weaver, of 18 years, and Miss Mary Reid, of 8 years experience in the Margate School for the Deaf.

In the summer Mr. Leonard Goucher, a former pupil of the Institution, and now supervisor of the boys, was sent to Truro to take a course in Manual Training under the instruction of Mr. Kidner, the Superintendent of the Macdonald Manual Training Fund in Nova Scotia. A complete outfit of benches and tools has been procured, and he is now giving instruction in manual work to the pupils here. I consider the training gained by this work of very high educational value, both intellectually and morally. The principles of honesty. accuracy and carefulness are inculcated and admirable training given to both eye and hand. The teaching of trades in a comparatively small institution like this with limited means will never be a great success. In a good printing office or work-shop, doing all manner of work, a boy will get more real experience in three months than he could possibly get here in three years—indeed the greater part of the experience he could not get here at all. In the teaching of trades here a good deal is, however, being done. A number of the pupils learn type-setting and print and publish a little paper once a month called the "Institution News." Another class of boys learn tailoring, and another shoemaking and shoe-mending. The girls learn dressmaking, knitting, darning and general housework, and a class of the senior girls are now taking a course in Domestic Science, including cooking and laundry work, under Miss H. Bell. All the pupils receive instruction in physical drill twice a week under Sergeant Vaughan.

The health of the pupils during the year has been good and their happiness and comfort are well attended to by the matron, Miss R. B. O'Brien.

There is throughout these Maritime Provinces a considerable number of children not eligible for admission to an institution such as this and yet who cannot receive the benefits of the public school. These are feeble-minded children, for whom, unfortunately, nothing is being done. From time to time numbers of applications for the admission of such children to this school are received and which of course have to be refused. Elsewhere special schools have been established for the care and education of these defectives ones, and much is being done to improve their unhappy condition. I would respectfully call your attention to the great need for such a school in these provinces by the instrumentality of which a class of children who are growing up to be a burden on their friends or the community might be made comparatively useful members of society.

Yours respectfully,

J. FEARON.

(II.)

HALIFAX SCHOOL FOR THE BLIND, 1901.

(INCORPORATED 1867.)

THIRTY-FIRST ANNUAL REPORT OF THE BOARD OF MANAGERS OF THE SCHOOL FOR THE BLIND, HALIFAX, N. S.

INTRODUCTION

The Board of Managers of the School for the Blind have great pleasure in submitting to the members of the Corporation, to the Provincial Governments and Legislatures interested, and to the friends of the Institution, the 31st Annual Report. In so doing they desire to express their grateful thanks for the Legislative grants which have been so liberally made by the several provinces, and to the support given to the work by the many friends of the blind throughout Eastern Canada. Under the blessing of Almighty God the work of educating and training the blind has been successfully and satisfactorily carried on, and the usefulness of the school has been steadily developed.

SUPERINTENDENT'S REPORT

As will be seen by the report of the Superintendent, the several departments of the school are thoroughly equipped and in a high state of efficiency. The members of the teaching staff have shown commendable zeal, and their devotion to their chosen work well merits approval.

It is a matter of satisfaction to your Board to find that the course of instruction in the school is well abreast of the times, and that the youthful blind of the Maritime Provinces and Newfoundland have within their reach an education of such an eminently practical character. The school keeps close in touch with its graduates, and it is gratifying to note that the great majority of them are meeting with success,—are respected in the communities in which they reside, and are living happy and useful lives.

DOMESTIC DEPARTMENT.

The former matron of the school, Miss Fraser, owing to family bereavement resigned her position at the commencement of the present school year. After some consideration it was decided to combine the positions of matron and housekeeper and to appoint a

second assistant matron. This has been done, and so far the arrangement works admirably. Mrs. Chisholm, now acting matron, supervises the entire domestic work of the school and still finds time to discharge her duties as housekeeper in superintending the work in the kitchen, dining rooms and laundry, and in taking charge of the food supplies. Mrs. Chisholm has been given two assistants, the one to act as matron of the girls' department, to be responsible for the scupulous cleanliness of the girls' wing and the repairing of the girl's clothing. The boys' assistant matron has been assigned similar duties in the boys' department. We believe that this arrangement will prove most satisfactory and that Mrs. Chisholm, who is deeply interested in the pupils, will discharge her duties with characteristic energy and efficiency.

Building and Grounds.

During the summer the roofs of the main building and east wing were re-covered and several alterations and improvements in the interior of the buildings were carried out. The buildings, although extensive and well adapted for their purpose, are nevertheless too small to meet the present needs of the school It must be remembered that our household, including officers, members of the teaching staff, the domestic staff, and pupils numbers 144 persons and that to provide dormitories, schoolrooms, music rooms, sitting rooms, dining rooms and other requisite accommodation, is under present circumstances no easy matter. We have utilized every available space, have used our music rooms at night for bed rooms, have turned our hallways and reading rooms into practice rooms, and our sitting rooms into class rooms. In fact we have done everything that can be done to keep the doors of the school wide open to those for whom it is intended. We fully realize that in the very near future an effort must be made to provide increased accommodation and we believe that when the friends of the school appreciate the fact that such increased accommodation is absolutely essential they will, as hitherto, gladly aid us with their subscriptions and will do all in their power to help us in extending the grand educational work which is being carried on.

As the means at our command would allow, we have from time to time, improved the grounds of the school and arranged them so as to meet the requirements of the pupils. In the lower square we have constructed an artificial pond 120 feet in length by 60 feet in breadth. Owing to the nature of the ground it was necessary to lay the bottom in concrete and to build the surrounding wall in a most substantial way. In this connection we desire to acknowledge the indebtedness of the Board to Mr. F. W. W. Doane, who kindly supervised the construction of the pond, and who has heretofore advised as to the laying out of the grounds. The pond will be a source of pleasure to the pupils throughout the school year, but it will be more particularly appreciated during the winter season when it can be used for skating. We hope at no distant day to be able to

asphalt the paths so as to make them clean and dry and fit for use at all times excepting for a short time in winter. This would obviate the necessity of constructing balconies or piazzas where the pupils might exercise, and would make the grounds much more available during the early spring and late autumn months

ACTS.

In another part of this report will be found the Act respecting the education of the blind in Nova Scotia and also that relating to the education of the blind of New Brunswick. The former Act has been in operation for nearly twenty years, and the latter for upwards of nine years. In practice these Acts have been found to work smoothly and satisfactorily, and they have been uniformly endorsed by the people of the two provinces interested. The actual cost of educating a blind boy or girl in this school, considering capital expenditure, is $225.00 per annum. Through the bequests of its benefactors and the subscriptions of its friends this association or corporation is fortunately able to meet one-third of this cost, or $75.00 per pupil. The Acts referred to above provide that for each pupil from Nova Scotia or New Brunswick the school should receive $75.00 from the respective Provincial Governments and a like sum from the municipality to which the child belongs. The cost of education is thus divided equally between our own association, the Provincial Governments, and the municipalities.

NOVA SCOTIA.

There are now pupils attending the school from seventeen of the eighteen counties in Nova Scotia, making in all seventy-one pupils from this province. From two of these counties we have at present seven pupils, while three other counties have but one pupil in attendance. This disproportion in attendance is somewhat difficult to explain, but in a cycle of years it will be found that any given section of the country will probably have no more or no less than its proportion of schoolable blind children, although at one time it may have more and at another time less During the first fifteen years in which the school was in operation we had five pupils in all from the Musquodoboit Valley, while during the past fifteen years we have had but one pupil from that section of the County of Halifax.

NEW BRUNSWICK.

There are at present thirty-two pupils in attendance from the Province of New Brunswick. These are drawn from ten of the fifteen counties, leaving five counties unrepresented. Taking into consideration the respective populations of the provinces of Nova Scotia and New Brunswick and the number of blind children from each province now under training, it would appear that there are at present from fifteen to eighteen young blind persons in New

Brunswick who are growing up without receiving an education. We would earnestly request those interested in the education of the blind to send in to the superintendent of the school the names, ages and addresses of all blind persons under twenty-one years of age. In this matter the co-operation of clergymen and medical men would be most advantageous.

Prince Edward Island.

In the matter of the education of the blind the government and legislature of P. E. Island have not yet placed themselves fully in line with the other provinces, but it may at least be said that their position in this respect has somewhat improved during the past two years, and it is earnestly to be hoped that before long the statutes of P. E. Island will contain an Act making education free to the blind of that province. At the present time the school receives a grant from the legislature of $450.00 per annum for the six pupils in attendance, and a further grant of $150.00 from the City of Charlottetown. This makes in all $600.00. The actual cost per annum of educating these six pupils is $1,350.00, of which the school voluntarily assumes one-third, or $450.00, and asks the government and legislature to provide the balance of $900.00. We commend these figures to the kind and thoughtful consideration of the public-spirited men and women in P. E. Island, and respectfully urge the government to introduce such legislation as will place the education of the blind upon a footing honorable to the province and equitable to the school.

Newfoundland.

We have at present eight pupils from the Colony of Newfoundland, for the tuition of whom the Legislature makes an annual grant to the School of $1200.00. Hitherto the Government of Newfoundland has limited the number of beneficiaries to eight, but we have the assurance of the Premier, Hon Sir Robert Bond, that during the coming session of the Legislature he will see if something cannot be done to secure an increased grant so as to provide for the admission of a larger number of pupils.

The Superintendent.

[The following is an extract from the minutes of a meeting of the Board of Managers held on May 1st, 1901.]

"The Board of Managers desires to place on record its appreciation of the action of the Senate of Dalhousie College in conferring upon the Superintendent of the School, Mr. C. F. Fraser, the degree of LL. D. The Board has on many occasions expressed its high estimate of the services rendered to the blind of the Maritime Provinces by Dr. Fraser, and it feels that the public recognition which these services have received reflects great credit upon the Schoo

and upon the teaching staff, as well as upon the Superintendent. In presenting Mr. Fraser to the President of the University, Dr. MacMechan, on behalf of the Senate, said: 'Mr. Charles Frederick Fraser, M. A., has been Principal of the School for the Blind twenty-eight years. Through his personal exertions the number of pupils in that period has risen from less than ten to more than one hundred, and the methods employed for their education have been of the most modern and scientific kind. Mr. Fraser has led the way in an important reform. Through his untiring efforts the education of the blind has ceased in this province to be regarded as a charity, and is looked upon as a necessary public charge. The government of this province was the first on this continent to recognize its duty in this respect and to grant to the blind and deaf a free education. As a teacher Mr. Fraser has been very successful in developing in his pupils a self-reliant and hopeful spirit. They have been made to feel that success in almost any calling is within their reach. This spirit, called out and strengthened by sound practical courses of training, is proving efficient in making those who, under less happy circumstances were doomed to life-long dependence, into successful and useful members of the community. In this, the direct outcome of Mr. Fraser's gifted and buoyant personality, and of his unceasing efforts, our Halifax school is recognized as one of the very best schools for the blind to be found anywhere. Mr. Fraser's efforts are not confined to the work of the School. For the benefit of the blind who, through age or other causes cannot attend the school, he has organized a staff of itinerant teachers and a circulating library. The beneficent plan which Nova Scotia had the honor of originating has been adopted in several places elsewhere."

ACKNOWLEDGMENTS.

In addition to the donations elsewhere noted, your Board gratefully acknowledges the following bequests: Estate of John S. McLean, Halifax, $1,000.00; estate of George H. Starr, Halifax, $500.00; estate of C. C. West, Halifax, $418.57; estate of Patrick O'Mullin, Halifax, $100.00; estate of E. P. Archbold, Halifax, $25.00; estate of Peter Coffin, Halifax, $10.00; estate of Gilbert Pugsley, Amherst, N. S., $300 00; estate of Mrs. Elizabeth, New Glasgow, N S., $51.60; estate of C. E Stanfield, Truro, N. S., $50.00. These bequests, which amount to $2,455.17, have been carefully invested, and now form part of the endowment fund of the school. The income from this fund is used to further the education of the blind, and it is a great satisfaction to your Board to find that the friends of the institution are thus remembering its needs, and that the income from the endowment fund is slowly and steadily increasing.

The thanks of the Board of Managers are due Doctors Lindsay, Kirkpatrick and Cogswell. These gentlemen are ever ready when called upon to attend the pupils, and their professional services are

generously given free of charge. The Board of Managers also desires to express its thanks to Mr. H. B. Clarke, Mr. J. D. Medcalfe, the Weil School of Music, the Halifax Symphony Orchestra, and other individuals and organizations, for kindly admitting the pupils to lectures, concerts, etc., under their respective managements. The value to the pupils of these entertainments from an educational standpoint cannot be overestimated, in addition to which they are a great source of enjoyment.

The railways and other transportation companies have our thanks for the special rates granted, and for the uniform kindness and care shown to the pupils while travelling to and from their homes.

All of which is respectfully submitted.

W. C. SILVER,

President of the Board of Managers.

SUPERINTENDENT'S REPORT.

To the President and Board of Managers of the School for the Blind:

GENTLEMEN:—

The table of attendance herewith submitted shows that 135 blind persons have been under instruction during the past year, of whom 80 were males and 55 females. Of these 18 have since graduated or remained at home, making the total number registered Dec. 1st, 1901, 117, of whom 70 are males and 47 females. Of these 71 are from the Province of Nova Scotia, 32 from New Brunswick, 6 from P. E. Island and 8 from Newfoundland.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Tot a
Registered Dec. 1st, 1900.....	64	48	5	117
Entered during the year.....	9	7	2	18
Graduated or remained at home...	8	8	2	18
Registered Dec. 1st, 1901.....	65	47	5	117

TEACHING STAFF.

After five years of faithful and satisfactory work as a teacher in the literary department, Miss Bessie Cumming resigned her position at the close of the last school year. Miss Cumming, now Mrs. Robb, has gone with her husband to the mission field of Corea where she hopes to turn to practical account the experience gained while

here. The vacancy caused by the retirement of Miss Cumming has been filled by Miss Elma Baker, a graduate of Dalhousie College and a teacher of high standing in the public schools. An assistant teacher of modern languages being required, the position was given to Miss Bowes, an advanced pupil of Prof. Lanos With the foregoing exceptions, our staff of teachers remains the same as at this date last year. This is a matter for congratulation, as it is of importance that our pupils should receive their training from teachers of skill and experience and of broad education. In the literary department, Miss C. R. Frame, Miss Baker, Mr. S R. Hussey, Prof. Lanos, Miss Bowes and two assistants have faithfully performed their work, and have sought in every way to develop their pupils and make them strong and self-reliant men and women.

The Kindergarten pupils have continued to enjoy the thoughtful care and the admirable training imparted by Miss Josie Howe and her assistants Miss Campbell and Miss Callanan.

In the boys' and girls' musical departments, Prof. A. M. Chisholm has been assisted by Miss B. Studd and Mr. T. A. Hubley, as piano-forte teachers, Miss Corbin, vocal teacher, and Messrs. Hanson, Covey and Ivimey as teachers respectively of the clarionet, cornet and mandolin. The work of the departments has been progressive and up-to-date in all respects and has been carried forward with zeal and energy.

Mr D. M. Reid, teacher of piano-forte tuning, Mr. D. A. Baird, trade instructor, Mr. J. S. Scrimgeour, physical instructor, and Miss Allison, teacher of the girls' work, have been steadily at their posts and have been deeply interested in the success of their pupils.

We have in past years been very fortunate in securing as teachers men and women of character and marked ability, but without disparaging the excellent work done by them, I may safely say that never in the history of the school have we had a stronger or more effective teaching staff, and never have the results been more satisfactory or more gratifying. This is due in part to the long experience in this special work which the majority of the teachers have enjoyed, and in part to the more careful grading of the pupils which the larger school makes possible, and also to the improved equipment of our several departments.

Course of Instruction.

In most respects the course of instruction in this school is similar to that followed in the more advanced institutions for the blind in Great Britain and the United States. It is based upon the idea that our pupils, notwithstanding their lack of sight, are to be educated with the view of becoming self-supporting men and women. Were it possible for blind persons to perform ordinary

labor, or to market hand made articles in competition with the output of mills and factories equipped with steam and machinery, we might be justified in limiting their education to the rudimentary branches of learning and be satisfied with the results. We have however to face the fact that the blind cannot perform ordinary labor to advantage, and cannot hope to become so skilled in manual work as to be able to under sell machine-made products. It is therefore a fundamental principle with the best educators of the blind that every effort should be made to train and develop the mental faculties of their pupils, so as to prepare them for such professions and occupations as call for intellectual acumen.

To the educated blind person the loss of sight is a handicap but not a barrier to success. His trained senses of touch and hearing and even of smell make up to him in a great measure for his loss of sight, while his intellectual powers are none the less strong, keen and effective, because he is deprived of vision. Bearing the foregoing facts in mind our course of study has been carefully arranged so as to place within reach of our pupils a broad and liberal education which is in all respects equal to that imparted in the best public schools of Canada. This education is supplemented by a careful training in music, piano-forte tuning, and such other branches as the pupils can turn to practical account when they graduate from the school.

APPLIANCES.

It is a great satisfaction to note that the appliances used in the education of the blind have of late years been greatly improved. The old arithmetic board with its ten distinct raised type has given place to a board with star-shaped holes and one type by which sixteen separate characters can be represented. This, in my opinion, although an improvement, is not yet an ideal arithmetic board. We use the Braille Point characters in both reading and writing and should, I believe, use the same system in the study of arithmetic. I have suggested to the manufacturers of appliances the idea of substituting a small metal cube for the present arithmetic type.

In the making of raised maps the British and Foreign Blind Association, of London, have scored a distinct success, and well merit the gratitude of the instructors of the blind. The political, as well as the physical maps made by the association are wonderfully perfect in their execution and accurate in detail. Their cheapness makes it possible to supply each pupil with a map of the country to be studied, and the teacher is thus enabled to keep the attention of the entire class upon the work in hand.

In the manufacture of point print books the advance has been phenomenal. A few years since books for the blind were embossed only on one side of the leaf. The first great saving of space was

secured by the method known as interlining, that is, the lines on one side of the leaf were embossed between the lines upon the opposite side. Still more recently it has been found that space might be economized by embossing the points on one side of the sheet between the points upon the opposite side, thus completely filling with reading or other matter both sides of the page.

The latest invention comes from Birmingham, England, where a system of shorthand has been devised and a machine for rapidly embossing the Braille characters has been invented. With this machine, one of which has been ordered for the school, a pupil can be trained to take notes of a public meeting or even make a verbatim report of a speech, and then reproduce the same in typewriting from an ordinary machine. This invention will unquestionably make it possible for the blind to become newspaper reporters and correspondence clerks.

HEALTH.

The health of the pupils throughout the year has been most satisfactory, and the work of the several departments of the school has been but slightly interrupted by the carrying out of a general vaccination. Such cases of sickness as have occurred have been promptly and carefully looked after by the attending physician, Doctor A. W. H. Lindsay, and by the matron in charge.

PHYSICAL TRAINING.

The physical training of the pupils, which is recognized to be of first importance, has received careful attention. The pupils spend forty-five minutes daily in the gymnasium under the instruction of Mr. James Scrimgeour and are taught to march, to use dumb-bells and wands, and to freely and easily perform exercises upon the overhead ladder, the rings, the parallel bars and the German horse. Contests in walking and running in the open air, and participation in out of door sports are also encouraged and are keenly enjoyed by the pupils. Now that the artificial pond in our grounds has been completed, we anticipate that the majority of the boys and girls will learn to skate during the winter season, and that they will derive a great deal of pleasure from this healthful exercise.

GRADUATES.

At the close of the school year in June last a number of young men and young women received their graduating diplomas. Among these may be mentioned the following: T. P. Fletcher, of DeBert, N. S., received a first class certificate as a teacher of music, and has since settled in Truro, where he has secured a number of music pupils. Charles Kaulback, of New Germany, N. S., and Hiram Cosby, of Bear Biver, N. S., received first class certificates as pianoforte tuners, and are finding employment in the counties in which

they respectively reside. Daniel Morrison, of Black Brook, C. B., was awarded a certificate as a willow basket and brush maker, and has established himself in the vicinity of Sydney, C. B. Miss Nellie Taylor, of Halifax, N. S., received a certificate as a teacher of vocal and instrumental music. Miss Taylor went to Digby, N. S, for the purpose of securing a class of music pupils, but finding in that popular summer resort that she could turn to advantage the knowledge of shampooing she had gained while here, she followed that occupation during the summer months and proved it to be a remunerative employment, and one that could be satisfactorily followed by a person deprived of sight.

In August last, Mr. Frank McLean, who graduated from the school nineteen years ago, died at his home in Truro, much to the regret of his many friends and his fellow citizens. The obituary notices which appeared in the Truro newspapers bore testimony to the high character of Mr. McLean, to the esteem in which he was held, and to the success which attended his efforts in connection with the founding and carrying on of the Truro Conservatory of Music. After referring to Mr. McLean's early training in this school and to the four years spent by him in the study of music in Germany, the Truro Weekly News says: "In 1894 Mr. McLean opened the Truro Conservatory of Music, in the Queen Building, Prince street. To the success of this worthy institution, Mr. McLean bent all his energies, and though laboring under blindness, this remarkable man, with the assistance of his talented wife, built up a successful business, and the name, "Truro Conservatory of Music," is now widely and favorably known. The late Mr. McLean was, by his kindly, happy and gentlemanly bearing, highly respected and beloved by all who had the pleasure of his acquaintance. In reference to the funeral of Mr. McLean we find the following: "There were many friends assembled to do honor to the respected dead and to pay the last tribute to the memory of one who, though afflicted with blindness, was an active and untiring worker in life's busy hive." The foregoing tribute to the memory and work of one of our most successful graduates will be appreciated by the friends and supporters of the school, and by the educated blind in all parts of this country.

LIBRARY.

In another part of this report will be found the names of the new point print books, which during the year have been added to our circulating library and also an acknowledgment of our deep indebtedness to the gentlemen and ladies and to the young people who assisted in the production of the Spectacle Opera of Zephra, under the management of Mr. R. W. Averill. From the proceeds of this entertainment we received for our library fund the sum of $415.60, a portion of which amount has been placed on deposit and the balance used in purchasing and manufacturing new books.

This addition to our circulating library will be keenly appreciated by those who enjoy the privileges of reading, free of charge, the many instructive and interesting volumes listed in its catalogue.

New Publications.

We have issued during the year a number of new publications stereotyped and printed on the machines presented to the school by Mr. H. M. Whitney. These publications are for the use of our pupils and graduates and are of the greatest advantage to them in their school work and in the teaching of music. The Braille musical notation and the ordinary Braille point print can be stereotyped upon the same machine and hence we have the facilities for printing music in tangible form as well as for printing ordinary books.

Among the recent publications may be mentioned Zobanaky's Gallin Paris Cheve method of sight singing, volumes two, three and four; the Practical Speller in one volume; the Multiplication Tables, Euclid's Definitions, Practical Method for the Piano-forte by Louis Kohler, a selection of easy piano-forte pieces for young beginners in the first grade, Hymns, Choruses, etc.

The Education of the Blind in Great Britain.

During the summer holidays I had the pleasure of making an extended tour in England and Scotland and of visiting many of the schools and institutions for the blind in the Old Country. I was accompanied by Mrs. Fraser and Miss C. R. Frame, principal of our girls' department, both of whom were deeply interested in the education of the blind. It is impossible in a brief report to refer in detail to the institutions we inspected or to give a succinct account of the relative standing of the various schools. Speaking generally the most noticeable feature was the great advancement that had been made in the education of the blind since my visit to the institutions in 1888. This is due in great measure to the enactment of laws by the British parliament making provision for the free education of the blind incumbent upon the Board-School authorities instead of the Poor-Law guardians upon whom the obligation previously rested. This change in the status of the education of the blind has infused new life into the schools, and as they are now periodically examined by government inspectors, the standard of education has been raised and is now more uniform in its character and more effective in its results. British methods in education, as in other matters, are distinctly conservative, and while I noted with pleasure the progress referred to in educating the blind, I could not help regretting that the bright school boys and girls with whom I talked were unnecessarily handicapped by their surroundings, by class distinctions, and the traditional pauperism which their condition implies.

In the eighteenth and in the early part of the nineteenth centuries the blind in poor circumstances were gathered into asylums, where they were fed, clothed and lodged at the expense of the charitable public. At a later date the inmates of these asylums were taught light handicrafts, and the workers, some of whom resided outside, were paid a small weekly wage for their labour. Some of these asylums have, owing to numerous bequests, become very wealthy, and many of them undertake to give employment to all blind persons needing work. The workers no longer dwell within the walls of the asylum, but live in their own homes or board themselves. They receive a weekly wage far beyond the value of their labour. The committees in charge of these asylums, having ample funds at their command, distribute the same as remuneration for work done, or grant pensions to those who by age or infirmity are unable to work. The schools for the youthful blind have, in the majority of cases, been attached to these asylums, and the children have grown up with the idea that come what would, they would be looked after and cared for by the institution. One can readily imagine the baneful influence that such a system would necessarily have upon the children of poor parents. There is no incentive to effort, no desire to rise above the circumstances by which they are surrounded. The result is, that after obtaining a somewhat limited education, these boys and girls naturally become workers in the asylum and live and die as recipients of its charity and oversight.

In speaking of this matter to a kind-hearted and thoughtful superintendent, I expressed my regret that such a system should be in vogue, and told him that in Canada such methods would not be deemed expedient or in the best interests of the blind. He replied: "In our country we do not believe in educating the blind beyond the class to which they belong." And he added: "The asylums look after those who are deprived of sight literally from the cradle to the grave."

Many of these asylums in addition to their endowments are supported by annual subscriptions, and in their reports make special mention of the generosity of the subscribers and give details as to the number of men and women that the committee has been enabled to employ. As a consequence the British public are constantly imbued with the idea that the blind as a class are mendicants, and this impression makes it all the more difficult for one of the poorer class to work independently of the asylum with which he has been associated.

In the limited work that is being done for the higher education of the blind, the Royal Normal College at Upper Norwood stands in the very front rank. It is in many respects an ideal institution, with ideal surroundings. In this college from 150 to 200 boys and girls are receiving a really first-class education, and it may be hoped that when the educational authorities realize the excellent

work it is doing, an effort will be made to disassociate all schools from asylums and at once raise the status of the schools and of the education imparted in them. To the late Doctor T. R. Armitage the blind of Great Britain owe a deep debt of gratitude for the progress that has already been made; and to Doctor F. J. Campbell, the practical and energetic principal of the Royal Normal College, are due the thanks of the blind of that country for his untiring efforts to place them on a level with persons with sight.

During my visit I learned much that will be most helpful to me in this school and which cannot fail to be advantageous to the blind of Eastern Canada. Our own institution is not in every way all that I would desire to see it, but it is in so many respects in advance of the majority of the institutions on the other side of the Atlantic that we should have no reason to feel discouraged in our work, and we should in fact be thankful that the blind of the Maritime Provinces and Newfoundland have within their reach an education of such a broad and eminently practical character.

CONCLUSION.

In conclusion, gentlemen, I again tender you my sincere thanks for the warm interest you have evinced in the affairs of the school, and for the hearty co-operation you have ever extended to me in the conduct of its affairs.

All of which is respectfully submitted.

C. F. FRASER.

Superintendent.

(III.)

VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

(INCORPORATED 1888.)

DIRECTORS.

Ex-officio—THE SUPERINTENDENT OF EDUCATION.
THE MAYOR OF HALIFAX.

MRS. J. MORROW,
MRS. DAVYS,
MRS. CHAS. ARCHIBALD,
MR. J. DEMPSTER,
COL. F. H. OXLEY,
MR. D. KEITH,
HON. SENATOR POWER,
MRS. H. H. FULLER,
MISS E. RITCHIE,
MR. J. E. ROY,
DR. J. G. MACGREGOR, F. R. S.,
MR. J. C. MACKINTOSH,
MR. GEO. HARVEY,
MR. A. MCKAY.

Auditors:

MR. J. C. MACKINTOSH, MR. D. KEITH.

President ..... MAYOR HAMILTON,
Vice-President ..... HON. SENATOR POWER,
Treasurer ..... COL. F. H. OXLEY,
Secretary ..... A. MCKAY.

TEACHING STAFF, 1900-1901.

Principal.

PROF. H. M. ROSENBERG.

Assistant Teachers.

Mechanical Drawing ..... J. T. LARKIN, Engineer.
Architectural Drawing ..... H. E. GATES, Architect.

Saturday Class.

MISS M. E. GRAHAM.

REPORT OF THE SECRETARY FOR 1900-1901.

SIR,—I have the honour to submit herewith the report of the Treasurer and of the Head Master of the Art School.

The Free Scholarships are prized more highly than formerly. A very considerable number competed for them. The successful competitors were:—

F. Reginald Hart, Halifax Academy.
Edith H. Hardy, " "
Emma Merlin, St. Patrick's Girls' High School.
Agnes Whitten, St. Patrick's Girls' High School.
Percy Covey, Compton Avenue School.
Katie Macdonald, St. Patrick's Girls' Common School.
Helen Cameron—Dartmouth.
Honorable Mention—Mary Marshall, Halifax Academy.

The Head Master's Report, supplemented by a later statement, contains many interesting details of the work of the Art School, and sets forth very fully the pressing necessity for more and better accommodation.

Respectfully submitted,

A. McKAY,
Secretary.

Halifax, 13th February, 1902.

THE TREASURER, *in account with* VICTORIA SCHOOL OF ART AND DESIGN.

DR.

To Endowment Fund:—		
Amount to credit this acct, July 31st, 1900.....		$ 7,827 40
Building Fund:—		
Amount to credit this acct.....		8,000 00
Current Accounts:—		
Received school fees	851 26	
" Government grant.....	800 00	
" City grant	500 00	
" Interest on investments.....	530 12	
		2,681 38
		$18,508 78

CR.

By Disbursements:—

Salaries paid	1,844 59	
Rents and taxes	262 40	
Fuel and lights	134 22	
Advertising and printing	23 00	
Insurance	11 55	
Models, supplies and sundries	22 75	
Janitor's salary	77 25	
	2,375 76	
Balance of acct., July 31, 1900	2,129 63	
Halifax City consols	4,950 00	
Deposit receipts	8,800 00	
Balance in Bank Nova Scotia	253 39	
		$18,508 78

FRED. H OXLEY,
Hon. Treasurer.

Halifax, July 31, 1901.

HEAD MASTER'S REPORT.

To the Directors of the Victoria School of Art and Design:—

In submitting this my third report I cannot resist the opportunity to strongly impress upon you the necessity for more attractive quarters. We cannot expect a large attendance of students who intend to follow art professionally; by far the larger part is made up of those who look upon drawing and painting as accomplishments, or, at most, as part of a general education.

To these, attractive surroundings are nearly as essential to the maintenance of interest as good teaching.

If the objections to a new building, even in combination with the Public Library, Museum and Music Rooms, are too serious to overcome, the present quarters should be so altered and improved as to add some dignity to an institution which can and will in time sway a large influence in the tastes of the people, and ultimately in the appearance of this city.

The classes have made satisfactory progress in the various departments, and the attendance has not fallen off from last year; in fact I believe there are more.

In the architectural and mechanical departments the attendance

has been as high as formerly, showing a continued interest in these studies. The same can be said of the china department, although it has not been directly under my supervision. It was removed to other rooms than your own, an action I do not recommend.

I hope this matter of attractive working rooms will receive your serious and active consideration.

The life of the School depends upon it. I have lost more than one probable pupil because of the great quantity of dust which sifts upon drawings and casts throughout the day, and a number of the casts are already ruined by it.

There is no more to say than to submit the figures of attendance, and that I am entirely satisfied with the work of my assistants.

Respectfully yours,

H. M. ROSENBERG.

Halifax, June 10th, 1901.

Art Classes	79
China Classes	11
Mechanical Classes	38
Architectural Classes	7
	135

H M ROSENBERG.

SUPPLEMENTARY REPORT.

The Victoria School of Art and Design, though comparatively young in a province where art institutions do no exist separate from some other educational establishment, has nevertheless had its influence and is still spreading it in the quiet, incisive manner in which all the refinements of life grow upon a community. Year by year the school in its various departments has grown, till at the present writing, the space at its command is inadequate to its needs.

It is gratifying to know that this condition of affairs is not entirely due to much advertising. Fully 60 per centum of the students working at present are from 1½ to 4 years in the classes, a fact significant of serious intention and a growth of the higher art ideal. These students exhibiting their works at their homes and to their friends, evidencing the thorough instruction received and the progress made, have stimulated the art creative faculty which is more

or less latent in all, and have in many cases brought new and earnest workers to return with them.

There is not the slightest doubt that with the methods employed by the large art schools in the United States, namely, the distribution of pamphlets, reports and circulars throughout the country, a much larger building would be necessary than the one now occupied by the school.

The custom instituted in the last 3 years of holding an exhibition of students' work at the end of the school year, has also been widespread in its interest. Notwithstanding the fact that it is not as well known as it should be, the rooms have been crowded on the days of exhibition, many visitors expressing astonishment at the quality of work produced in this city.

Although each student who has worked for any reasonable time in the school has made progress satisfactory to teacher and parents, in an article such as this but a few can be specially mentioned.

Miss Corbett, a resident of Annapolis, has been in the school 1½ years, is doing work in charcoal from life remarkable for its keen appreciation of picturesque anatomy, careful modeling of the line of contour and a technique which indicates a strong feeling for colour. In fact, a still life study which she has lately begun in oil, bears out this latter statement.

Miss Elsie Smith, of Halifax, is one of the 4 year students. She is painting from the living model and shows an insight into character, which is absolutely essential to the successful painting of a portrait. She has overcome the first difficulties of handling her materials and now paints with an assurance almost professional.

Miss Pushie, also a Halifax young lady, is doing good work from life in black and white.

Mr. Slater and Mr. Thorne worked to become proficient in the architectural department, both receiving good appointments in offices, the former being now in one of the best firms in New York city.

Miss Spread, a lady from Chicago, did such excellent work from the cast that on her return to her home she was at once placed in the advanced life class in the " Art Institute " of that city.

Miss Evans, of Arlington, N. S., also did remarkable work from the cast before her first year was finished.

Mr. Bates, of Amherst, is a young man with a strong leaning towards art and a great facility in caricature. He has always been an enthusiastic student and no doubt will follow art as his life work.

Miss Whitman, of Annapolis, has done some flower painting in water colors with rare delicacy. This she has done between the days on which she works from the life model.

Miss Morrison, of Dartmouth, Miss Harrison, of Southampton, and many others are worthy of special notice. These are mostly in what may be styled the free hand department.

In the mechanical, there are young men, earnest workers, who are without doubt our future engineers—machine and constructive. Many of the former students of this department are now occupying responsible positions here and in the States.

Mr. A. S. McKenzie, one of these students, is teacher in the Johns Hopkins University in Baltimore.

Mr. W. A. MacDonald, is City Engineer at Sydney, C. B.

Mr. J. R. Wilson is draughtsman with Matheson & Co., New Glasgow.

Mr. Ernest Archibald, Electrical Engineer, at present holds a responsible position in one of the Southern States.

Mr. Frank Creighton, of Dartmouth, is chief surveyor on a railroad in this province.

Mr. B. G. Dodge, assistant surveyor on surveying steamer "Gulnare."

Mr. Jas. T. Dustan, chief draughtsman for I. C. R. at Moncton, N. B.

These are a few of the dozens who have gained their initial inspiration from this school and who have been enabled thereby to successfully cope with the difficulties of life in a work which is at once a bread winner and a labour of love.

(IV.)

HALIFAX MEDICAL COLLEGE.

For year ending April 30th, 1901.

M. A. CURRY, M. D. ..... *President.*
L. M. SILVER, M. B. ..... *Registrar.*
A. HALLIDAY, M. B ..... *Secretary.*

No. of regular Professors, 15; Lecturers and Demonstrators, 13.

No. of Undergraduates: First Year, 17; Second Year, 26; Third Year, 22; Fourth Year, 24; Total Undergraduates, 89; General Students, 2; Total Students, 89—eighty-nine; 83 males, 6 females.

Institution founded in 1867, as Medical Faculty of Dalhousie College and University. Separated in 1876.

Total number of graduates in medicine (M. D., C. M.) including those who have taken their diplomas from Dalhousie University, *122 + 3*; in Pharmacy (Ph. M.) 7. Total Graduates, 129 + 3*.

The Thirty-fourth Session opens September, 1902, and will continue for the eight months following.

The College building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College.

A large wing has been added to the college, supplying Histological and Bacteriological Laboratories, etc., which have been furnished with microscopes and other apparatus necessary for practical work.

The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student having ample opportunities for practical work.

The course extends over 4 years and has been carefully graded, so that the student's time is not wasted.

The following will be the curriculum for M. D., C. M. degrees:

*Received Diploma in 1901.

MATRICULATION.—The preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

1st Year.—Inorganic Chemistry with Laboratory work, Anatomy, Practical Anatomy, Histology, Botany and Zoology.

(Pass Primary M. D., C. M. Examination, Sect. A, in Inorganic Chemistry, Histology, Junior Anatomy, Botany and Zoology).

2nd Year.—Organic and Medical Chemistry with Laboratory work, Anatomy, Practical Anatomy, Materia Medica, Physiology, Practical Chemistry, and Practical Materia Medica.

(Pass Primary M. D., C. M. Examination, Sect. B., in Anatomy, Physiology, and Chemistry).

3rd Year.—Surgery, Medicine, Obstetrics, Medical Jurisprudence, Practical Pathology, Hygiene, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Practical Surgery, Practical Medicine, Practical Obstetrics, Therapeutics, Dispensary and Hospital.

(Pass Final M. D., C. M. Examination, Sect. A., in Medical Jurisprudence and Hygiene, Pathology and Bacteriology, Materia Medica and Therapeutics).

4th Year.—Surgery, Medicine, Operative Obstetrics, Gynaecology and Diseases of Children, Opthalmology, Otology, Clinical Medicine, Clinical Surgery, Operative Surgery, Practical Obstetrics, Hospital, and Vaccination.

(Pass Final M. D., C. M. Examination in Surgery, Clinical Surgery, Medicine, Clinical Medicine, Obstetrics, and Diseases of Women and Children.

(V.)

VICTORIA GENERAL HOSPITAL.

HALIFAX, N. S.

The Training School for Nurses was established ten years ago.

The term is two years, plus two month's probation.

Applicants must be twenty-one, and not over thirty-five years of age.

The course of instruction includes a training in th principles and practice of nursing. Physiology, Anatomy and Hygiene are studied from text-books. Our classes are conducted by the Superintendent of Nurses.

The following text-books are used:—

Practice and Principles of Nursing..... ...*Stoney.*
Anatomy and Physiology.....*Kimber.*
Obstetrics .....*Dr. Fullerton.*
Materia Medica .....*Stoney.*
Collateral Reading .....
The Care of the Sick.....*Pillorth.*
Nursing .....*Compton.*
Care of the Insane .....*Granger.*
Text-Book on Nursing.....*Wise.*

Lectures and demonstrations on practical points are given by the Attending Physicians and Surgeons and House Staff.

Lectures on doses and the administration of drugs are given by the Pharmacist.

Lectures in cooking and serving food are given by the House-keeper.

Nurses in training, about seventy; besides which there are about eight graduate nurses on the staff.

Nurses who graduated last year:

Miss Lotta Christie.....Truro.
Miss Eunice R. Gates.....Digby.
Miss Kathleen Mumford.....Dartmouth.
Miss Etta Morine .....Halifax.
Miss Cassie Moore.....Shubenacadie.
Miss Josephine Morriscey .....Halifax.
Mr. Esson McMullan.....Musquododoit.
Mr. Wm. Robb.....Halifax.

Further information may be had from the annual report of the Superintendent of Victoria General Hospital, or on application to the Supt. of the Institution.

W. W. KENNEY, *Supt.*

(VI.)

NOVA SCOTIA HOSPITAL,

HALIFAX, N. S.

TRAINING SCHOOL FOR NURSES, NOVA SCOTIA HOSPITAL.

W. H. HATTIE, M. D., Medical Superintendent.

MISS H. SAMPSON, Superintendent of Nurses.

		M.	F.	T.
Number of pupils now in training—	Seniors	2	5	7
	Juniors	4	4	8

GRADUATES 1901.

ETHEL HIGHAM,	JOSEPHINE MCMANUS,
JANIE LANDELLS,	MARY MCMANUS,
MABEL LLOY,	STELLA TAYLOR.

Detailed information is contained in the annual reports of the hospital.

W. H. HATTIE,
Medical Superintendent.

(VII.)

ABERDEEN HOSPITAL.

NEW GLASGOW, N. S.

There are eight (8) pupils training in the school attached to this hospital at the present time.

Three Nurses graduated in June, 1901—Miss C. T. Miller, of St. John, N. B.; Miss Blanche Wiswell and Miss Lola L. Scott, of Halifax, N. S.

In June, 1899, there were two graduates, Miss Elsie Fraser, of Stellarton, N. S., and Miss Agnes White, of Westville, N. S.

JESSIE M. SHERATON,
Superintendent.

(VIII.)

SCHOOL OF HORTICULTURE.

WOLFVILLE, NOVA SCOTIA, Dec. 30th, 1901.

A. H. MACKAY, ESQ., L.L. D.,

Superintendent of Education.

SIR,—I have the honour to submit the following report of the Nova Scotia School of Horticulture for the year 1900-1901.—

The attendance has been good, the total number of students being sixty-eight, of whom fifty-eight were from Nova Scotia, seven from New Brunswick, and three from Prince Edward Island.

Some important additions have been made to the equipment of the School, particularly in the way of laboratory apparatus A new microtome has been purchased from Messrs. Bausche & Lomb, of Rochester, New York, for the use of advanced students in Botany and Agriculture. It is fitted for both celloidin and paraffin cutting, and will be an exceedingly valuable addition in original research and in all laboratory work where delicacy and precision are required.

The library has been added to by the purchase of $150 worth of the newest books on horticulture, agriculture and all allied subjects. These works, combined with the binding of some fifty volumes of periodicals, which had been accumulating in the reading room for some years past, place at the disposal of students a large fund of the latest and best information.

But perhaps the most practically useful addition to the School equipment is the establishment of an experimental plot under the "Act to Encourage Horticulture," which was passed by the Provincial Legislature at its last session. By the terms of this act $1,000 is appropriated annually, to be expended under the direction of the Secretary for Agriculture and the Director of the School of Horticulture, in the establishment of model orchards in each county in the province. But in Kings County the plantation shall be in the nature of an experimental plot in connection with the School of Horticulture. Owing to the fact that the act was passed at so late a date last spring only two model orchards and the experimental plot at Wolfville were planted. But the intention is to push forward the work as rapidly as possible until three of the model orchards have been planted in each county of the province, aggregating six acres per county.

The experimental plot at Wolfville will be devoted almost entirely to the testing of the newer varieties of the different fruits, and already nine varieties of apples have been set, eighteen of pears, seventeen of plums, four of cherries, one of apricots and three of Japanese chestnuts. It is also intended to plant as largely as the grounds will admit such ornamental trees and shrubs as give promise of being valuable for our climate, and already quite a large number of such plants are growing upon the grounds of the School.

The work of holding farmers' institute meetings has been carried on as usual, and as I have said in former reports I believe this branch of the work to be one of the most important parts of the work of the School, reaching as it does those who cannot afford the time from the sterner duties of life to attend an educational institution of any kind. During the year meetings were held in most of the counties of the province, and it is gratifying to note that these meetings are attended by an increasingly large number of farmers and fruit growers.

Several lines of experimentation and investigation have been undertaken, especially in the line of spraying, cover crops for orchards, and in the treatment of a serious disease of apple trees, known as the apple canker. But as yet no conclusive results have been reached, and it is likely to take several years before any authentic conclusions can be reached.

Recently there has been organized at the School a Horticultural Club, including as members the students of the institution and most of the prominent fruit growers of the locality. Meetings are held fortnightly, and timely topics of practical interest are discussed. While somewhat out of the real work of the institution I feel that this club deserves mention in my report at this time because it gives promise of much practical benefit to all who attend.

I have the honour to be, sir,

Your obedient servant,

F. C. SEARS,

Director.

APPENDIX G.

EDUCATIONAL INSTITUTES.

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

SESSION 1901.

To A. H. MacKay, Esq., Ll. D.,
Superintendent of Education, Halifax, N. S.

Sir:

I have the honour to submit the following report of the Fifteenth Annual Session of the Summer School of Science for the Atlantic Provinces of Canada, which was held at Lunenburg, N. S., July 23rd to August 9th, 1901.

In January the announcement of the school was issued and sent to the teachers of the Atlantic Provinces and others interested in educational matters. In this way the advantages of the school were brought to the notice of those likely to be interested in it.

The opening meeting was largely attended, filling the spacious drill shed in which it was held. A most cordial welcome was extended to the school by Mayor Rudolf, Mr. Kaulback, M. P,, and others. The words of welcome spoken by their representatives were emphasized by the enthusiastic applause of the people.

Classes met each day from 9 o'clock a. m to 1 p. m., in the Lunenburg Academy. This admirable building on its commanding site is creditable alike to the public spirit and interest in educational matters of the citizens of Lunenburg.

The work of the class room was marked by diligent app'ication on the part of the students, and intelligent and enthusiastic effort on the part of the instructors. Much interest was taken in the field work, for which Lunenburg afforded excellent opportunities. On the afternoons of alternate days, enthusiastic groups of natural history students under the guidance of Drs. Bailey, MacKay, Hay and Andrews, and Messrs. Nelson and Dixon were to be found ex-

ploring meadow and brook, hill and vale, for specimens to be used in their class work. Not less enthusiastic was the laboratory work as conducted in Chemistry by Drs. Andrews and Magee; in Physiology by Mr. Starratt, and in Zoology by Mr. Dixon.

An exceedingly pleasant feature of the session was the hospitality extended to the school by the citizens of Lunenburg, who by excursions and entertainments caused the time to pass very quickly and agreeably. The neighboring town of Bridgewater treated the school to a most enjoyable excursion up the LaHave and entertained the members.

The enrolment surpassed that of any previous session, being from provinces as follows:—

From Nova Scotia	346
" New Brunswick	14
" Prince Edward Island	6
" Ontario	1
" Newfoundland	1
" United States of America	4
Total	372

The large attendance from Nova Scotia was largely due to the efforts put forth by Inspector MacIntosh, Principal McKittrick and Mr. Love, the Local Secretary, all of whom both before the meeting of the school and during the time it was in session were untiring in their endeavors to promote the interests of the school. Another factor that aids in inducing the teachers of Nova Scotia to attend the Summer School is the liberal policy of the Council of Public Instruction of the Province, in that it recognizes the efforts of teachers for self-improvement by granting an additional week's holidays to those who attend an educational gathering.

The session held this year at Lunenburg was the most successful in the history of the school.

The next session of the school will be held at St. Stephen, N. B., July 22 to August 8, 1902.

Appended find a list of the officers and Faculty for the ensuing year, also the financial statement.

I have the honour to be,

Yours respectfully,

J. D. SEAMAN,
Secretary of the Summer School of Science.

OFFICERS:

President.

L. W. Bailey, LL. D., University of New Brunswick, Fredericton, N.B.

Vice-Presidents.

B. McKittrick, B. A., County Academy, Lunenburg, N. S.
J. V. Vroom, Esq., St. Stephen, N. B.
G. J. McCormac, Esq., Inspector of Schools, Charlottetown, P. E. I.

Secretary-Treasurer.

J. D. Seaman, Esq., Prince Street School, Charlottetown, P. E. I.

Local Secretary.

F. O. Sullivan, Esq., St. Stephen, N. B.

Board of Directors.

The President, the Secretary-Treasurer, G. J. Oulton, M. A.; W. R. Campbell, M. A.; S. A. Starratt, Esq.; J. B. Hall, Ph. D.

FACULTY:

Botany.

G. H. U. Hay, M. A., D. Sc., St. John, N. B.
J. Vroom, St. Stephen, N. B.

Anhydrous Chemistry.

W. W. Andrews, LL. D., Sackville, N. B.

Chemistry.

W. H. Magee, Ph. D., Parrsboro, N. S.

Drawing.

F. G. Matthews, Truro, N. S.

English Literature.

Miss Eleanor Robinson, St. John, N. B.

Geology.

L. W. Bailey, Ph. D., Fredericton, N. B.

Kindergarten.

Mrs. S. P. Patterson, Truro, N. S.

Music (Tonic Sol-Fa).

Miss Ada F. Ryan, Halifax, N. S.

Pedagogics.

J. B. Hall, Ph. D., Truro, N. S.

Physics.

W. R. Campbell, M. A., Truro, N. S.

Physiology and Hygiene.

S. A. Starratt, Esq., Yarmouth, N. S.

Zoology.

G. J. Oulton, M. A., Moncton, N. B.

Economic Entomology.

F. A. Dixon, M. A., Sackville, N. B.

FINANCIAL STATEMENT.

RECEIPTS.

Balance from 1900	2 81
Government Grant, Nova Scotia	200 00
" " New Brunswick	100 00
Grant from Town of Lunenburg	100 00
Registration Fees	398 00
Proceeds of Entertainment	24 00
Advertisements in Calendar	97 50
	$922 31

EXPENDITURES.

Printing, Advertising, Stationery	87 51	
Calendars	82 44	
Postage, Freight, Expressage	51 61	
Class Expenses	60 85	
Sundries	108 41	
Instructors and Officers	490 00	
Balance	41 49	
		$922 31

(II.)

REPORT OF TEACHERS' INSTITUTE.

RURAL HALIFAX.

DIV. NO. 1.—MIDDLE MUSQUODOBOIT, *Nov. 15, 16, 1900.*

The first meeting of the Teachers' Institute for Rural Halifax was convened in the school-house at Middle Musquodoboit on Nov. 15, 1900, at 10.30 a. m. The teachers of South Colchester had been invited to take part in the proceedings of the Institute and several of them were present.

Inspector Creighton occupied the chair. A. E. G. Forbes was appointed Sec'y-Treasurer. In addition to the President and Secretary, the following were appointed to form an Executive Committee: Miss E. McDougall, Mr. G. W. Fultz, Miss M. L. Bentley and Mr. L. N. Cooke. The President in briefly addressing the meeting expressed regrets that Inspector Armstrong, who was expected to have taken part in the meetings, was unable to be present.

The regular work of the Institute began in the afternoon with an interesting talk by Rev. Mr. Rosborough on the study of ferns. He described a large number of Canadian ferns and illustrated his talk with his beautiful collection of pressed ferns which were examined with much interest by the members of the Institute. Dr. A. H. MacKay, Superintendent of Education, spoke on the same subject.

Mr. A McKay, Supervisor of Halifax Schools, then addressed the teachers on the subject of Drawing. He laid particular stress upon the importance of Drawing in the lower grades in connection with reading lessons. During a short intermission a practical illustration of Mr. McKay's ideas was given, the teachers being invited to inspect some work in illustrative drawing which was being done in the Primary Department, under the supervision of Miss E. Forbes.

After the intermission Mr. G. W. Fultz read a paper on "Physical Geography." He spoke of the close connection between the physical geography of a country and the character, occupations and mode of living of its inhabitants. Entering into the subject more deeply he showed that the subject is closely connected with such sciences as Astronomy, Geology, Mineralogy, etc. In studying the surface of a country, he said, a topographical map is almost indispensable. These maps might be prepared by the teacher or more advanced scholars. Mr. Fultz also spoke on the various features of Physical

Geography, such as Tides, Ocean Currents, Climate, Rainfall, etc. Mr. Fultz illustrated his paper by means of maps which he had carefully prepared.

"The Teaching of Entomology in the Common Schools," by A. E. G. Forbes, was the next paper read. "The importance of this subject," he said, "is evident when we consider the practical value a knowledge of it is to the country at large. If our farmers knew more of insect life they would be better able to combat the insect pests which destroy their crops. The farmer of five, ten or twenty years hence are in our schools to-day, and now is the best time for them to become acquainted with insect life."

The true insect was described and distinguished from other classes of the Arthropoda branch of the Animal Kingdom, and the life history of an insect of the higher order was traced through all the stages of its development.

In regard to beginning the teaching of the subject an extensive knowledge of Entomology is not imperative. Get one or two good books on the subject and begin *observations* along with the children. Here is an excellent chance to develop the powers of observation. The pupils should write in their own words a report of each lesson, and should make careful drawings of each insect studied. The Entomology lesson should therefore furnish material not only for a nature lesson but for lessons in Composition and Drawing as well. A suggestive course of study for Common School grades was outlined, beginning in the first three grades with simple talks on and stories of the insects with which the little ones are acquainted, up to the eighth grade, where the pupils should be able to classify most of our common insects in the various orders, as: Orthoptera, Coleoptera, Lepidoptera, Neuroptera, Diptera, Hemiptera and Aphaniptera. By this time the pupil will be acquainted with most of the native injurious insects, and will also know something of the best ways to keep them in check.

Discussion on this paper was deferred. Mr. Creighton opened the discussion on the paper read by Mr. Fultz, and was followed by Revs. Rosborough and Fraser, Mr. Marshall, Dr. A. H. MacKay, Supervisor McKay, Miss McDougall and others. Miss McDougall gave an explanation of the use of the sand table.

The convention adjourned to meet at 8.30 o'clock the following morning.

A public meeting was held on the evening of the 15th in the Town Hall. Mr. Creighton occupied the chair. The speakers for the evening were Geo. Archibald, M. D.; Dr. A. H. MacKay and Rev. D. S. Fraser. Dr Archibald read a valuable paper on "School Hygiene." The following are the chief points he dealt with:

School sites, drainage and outhouses, ventilation and heating, school-room furnitures, c'eanliness in the school-room, and infectious and contagious diseases.

"In the first place the school-house itself should be built on dry ground and slightly elevated." Too many of our country school-houses are surrounded during Spring and Fall by quagmires. From personal observation, he said, he was certain that the deplorable condition of the outhouses in many of our country districts is not only a menace to the health of the children but also tended to their moral degradation. In regard to ventilation Dr. Archibald severely criticized the arrangements, at present too common, whereby the only way of ventilating a room is by opening the windows. Every school-house should have an air space underneath the floor, with openings in the wall or underpining to give free scope for thorough ventilation during the summer months. The materials used for banking the buildings in the Fall should be carefully cleared away in the Spring. Scrupulous cleanliness of the cellars and underneath the flooring is necessary as well as within the class-room. Where furnaces are used a vessel containing water should be so placed that moisture will be diffused through the room. By this means that dryness of the furnace heat so much complained of will be done away with. In regard to school furniture he was glad to notice an improvement in many of the school-houses. This is as it should be. The bones of children are soft and pliable, and permanent injury or deformity is apt to result from their sitting in seats which are not suitable for them. In speaking of infectious and contagious diseases Dr. Archibald dwelt particularly upon the alarming prevalence and increase of tuberculosis in this country He explained fully the cause of the disease, and showed how, by proper precautions, its spread might be checked. In conclusion, he said, "Let parents look into these matters and see that their children are kept free from contaminating influences in their homes; let trustees and rate-payers see that everything about the school is kept in perfect sanitary condition; let teachers impress upon their pupils the importance of physical exercise, of good ventilation, and inform them of the dangers of disgusting and uncleanly habits; and let every one endeavor to influence our government to pass regulations protecting the majority against the indiscretions of the few."

The success of the Institute was largely due to the presence and assistance of Dr. A. H. MacKay. The part he took in the various discussions alone was of great value to the convention, while one of the leading features of the Institute was his address at the public meeting.

After Dr. Archibald's paper, the chairman called upon the Superintendant to address the meeting. He spoke first upon educational matters in general, leading up to the subject in hand, "The Nova Scotia School System." For over an hour he held the undivided

attention of the audience in an able and spirited explanation and defence of our school system, answering all objections that had been or might be raised. He showed that the school curriculum instead of being overcrowded was quite within the possibility of effective handling by properly trained teachers. Dr. MacKay dwelt particularly upon the scientific subjects, showing their value and importance.

Rev. D. Stiles Fraser gave a short but excellent address on "Patriotism, Temperance and Morality in the Public Schools." Others who spoke briefly were: Rev. E. Smith, Mr. Sprott and Mr. Sedgewick

A unanimous vote of thanks was tendered the members of Middle Musquodoboit Choir, who had furnished music on this occasion. Mr. Edgar Archibald replied on behalf of the choir. The meeting closed with the National Anthem.

Friday morning Miss E. Forbes gave an illustrative lecture on clay modelling, which excited much interest. Miss Forbes described for the teachers the method of preparing the clay, etc. A short discussion of the subject followed.

Mr. J. E. Barteau, of Truro, then addressed the Institute on the subject of "Mechanical Drawing." He explained very clearly the use of the instruments used in the public schools. He also solved some problems suggested by the members of the Institute.

Mr. G. R. Marshall, Principal of Richmond schools, read a paper on, "How We Can Help the Farmer." Mr. Marshall suggested five ways in which the teacher may help that business:—

1. By speaking well of it to his pupils. The farmer has been made the butt of a good many jokes, in times past, but so many eminent men have been farmers that these jokes are losing their point. There is no more healthy independent, honourable work on earth than farming, and the rising generation should know it.

2 By teaching them to make use of their powers of observation. This is best done by awakening an interest. Every one sees things related to his own business provided he has it at heart. Before a teacher can create an interest in farming he must have an interest in it himself. He should visit good farms, read the best books on the subject, or attend an agricultural college.

3. By teaching them to read up the subject. The history of the development of the business is very stimulating. Every farmer, too, should be familiar with the standard works on farming, and keep in touch with the most advanced thoughts on the subject. He should take an agricultural paper, and above all should give close attention to the reports and bulletins from the government experimental farm.

4. By teaching them book-keeping. Few farmers give this matter the attention it deserves. Persons generally try to learn the cost of a thing before selling it, but not many farmers can tell the cost of the articles they have for sale. This is not so much because they do not know how to keep books, but because they think it too much trouble to keep them. School children should be encouraged to keep a diary, and then they will find it easier to keep a record of what is done on the farm.

5. By a direct study of plant and animal life show young farmers that the pecularities of the root, stem, flower and fruit of a plant are not matters of accident, but that in the life history of the species each pecularity has helped its possessor to survive when others of its kind have perished. Interest them in trying to discover how each peculiarity has done this. Lead them to see what marvellons changes have been wrought by selection. When they grasp this fact they will not need to be stimulated by the offer of a prize to sow good seed in their fields, but it will be their care to use only the best that can be obtained by any process of selection in their power.

When the child learns that in the animal, each peculiarity of mouth, eye, skin and foot has been of use to his possessor in its struggle for existence, all the teacher need do is to show an interest in his discoveries and he will carry on the study for himself. Both plants and animals will have a new meaning for him when he looks upon them as products of the age and not as so many created things. The conditions under which plants and animals thrive best should also be studied as closely as the teacher finds advisable. He should not, however, go farther into the subject than he is able to make it interesting for his class.

In conclusion Mr. Marshall referred to the importance of character building, and urged the teacher not to neglect this. He would have them remember, however, that in so far as they were instrumental in changing the wild lands of Canada into fertile fields they were developing their country and building up the empire.

English in the Common Schools.

By J. H. Trefry, Esq., M.A.

This paper is a plea for the practical rather than the theoretical knowledge of the English language in our schools.

Accurate expression should be cultivated instead of an attempt (as is too often the case) to store the mind with facts.

In the first place endeavor to obtain correct *oral* expression from the pupils. To do this teachers should at all times express themselves simply and clearly in the presence of the pupil.

The teacher has often to counteract the evil effects of careless and improper forms of expression learned by the child at home or in play with companions. The influence of the teacher over the pupil is probably greater than that of any person outside the home circle, and the example of the teacher is therefore likely to be copied.

On the part of the pupil require distinct utterance at all times, encourage him to talk freely on subjects with which he is familiar, and give him se ections to read suitable to his capacity from our best authors, to enable him to acquire an excellent and extensive vocabulary.

The teacher must study the pupil and adapt himself to the pupil's needs. Stiff and artificial methods must give way to natural ones. Teachers often fail to produce good results because they tire of doing a thing again and again, and the pupil is left to express himself in his own slovenly way while the teacher rests satisfied if the pupil *possesses the idea.* "Make haste slowly" is a good motto for every school-room.

For correctness of pronunciation the pupil should be taught to copy those who are recognized as elegant speakers. A few simple rules in pronunciation may also be utilized with profit. Encourage the pupils to consult a dictionary frequently. A reading book ought to have a two-fold object—the culture of vocal expression or elocution, and the giving of an inspiration to good literature by choosing selections of real literary worth, not little scraps of everything.

More attention, too, might be given to the recitation of choice selections. Such exercises call for clearness and fluency of expression, which seems to be a lost art in many of our schools to-day, where pencil and scribbler have to a great extent been made to take the place of the living voice.

Reading should be of the right sort and carried on in a systematic way. Any course of reading should have some end in view. It ought not to be an exercise simply for the sake of amusement. A proper taste can be cultivated; if something good is not placed before the young they will be drawn towards the worthless and vicious. The teacher might select the quality and if need be limit the quantity.

In the matter of composition or *written* exercises much stress should be laid on a proper examination of the pupil's work by the teacher. Without careful examination no check can be laid upon

wrong forms of expression. It will pay to take much pains in this matter, particularly in the earlier stages. This is often drudgery for the teacher and discouraging work for the person taught, but even little errors can not be tolerated. Composition work should be so corrected that the pupil is required to think out the reason for the change. A teacher may have a system of his own, but one which *draws attention* to an error is better than one which *defines* the error. In every case a faulty composition should be re-written with the errors eliminated.

One of the best preparations for good composition is dictation. Here spelling, penmanship, capitalization, and punctuation—all so important in composition work—are laid to view. When the pupil is able to write correctly from dictation, require original compositions. Let these be, for the most part drawn from events in his own experience, such as. "A Visit to the Exhibition," "A Holiday Excursion," etc. Let him *tell* as much as possible about the subject before attempting to write upon it. There is no harm in indicating what features are of prime importance in his narrative. Criticise mildly, convincing him every time of the wisdom of the criticism. Require him to think out a full sentence before attempting to write it, for "to write well is to think well."

A paper on "High School English" was read by Mr. G. H. Sedgewick. The teacher's duty, he said, was to develop in the pupil a proper appreciation of English literature, and also the power of correct and easy expression in speech and writing.

Iu the teaching of composition he advocated the "laboratory method." All compositions of the pupil should be written in books kept for the purpose. The teacher should examine all these exercises carefully and suggest improvements, after which the pupil was to re-write the exercise on the opposite pages of the same book left blank for the purpose. The best subjects were drawn from the authors read and the personal expérience of the pupil himself.

To teachers of literature he outlined his method as follows: A classic might well be read at first with reference to the general character and customs of the people with whom it dealt, and its general setting in time and place; the close study of the text was necessary, the allusions in it, the meaning of the words used, and the reason for their use; finally the author's biography should be studied. As far as possible, all this work was to be done by the pupil himself, the teacher giving suggestions or directing to the place where information could be found. The works should all be read aloud to give practice in reading as well as proper insight into the subject. Especially was this true of poetry, where rhyme and rhythm with the emotions they express were best noticed through the ear.

All teachers, he said, must have a wide knowl dge of literature. They must also be enthusiastic in their work. And lastly, both pup ls and teachers should study literature for its beneficent effect upon themselves.

Mr. J. W. Logan, M. A., of Halifax Academy, led the discussion on these papers.

After discussion, the meeting adjourned till the afternoon.

The attendance at the afternoon session was somewhat smaller, as it was necessary for several to leave by the noon coach.

Rev. Mr. Rosborough addressed the teachers on the Teaching of Botany, Entomology and other Sciences as side issues of the regular work.

A Practical Chemistry Class was then conducted by President Creighton, in which Miss McDougall, Messrs Rose, Cook and Forbes took part.

Mr. Creighton in a short address adjourned the Institute,—place and time of the next meeting to be announced,

The number of teachers and others enrolled was 60.

ARTHUR E. G. FORBES,

Secretary of Institute.

CUMBERLAND AND COLCHESTER.

The Sixteenth Session of the Teachers' Institute for District No. 10, including Cumberland and a part of Colchester, met in the pretty and hospitable little hamlet of GREAT VILLAGE, on Wednesday, December 19th, 1900, continuing until Friday, 21st, 1900.

Tuesday evening on arrival of the teachers an informal reception was held in the basement of the Presbyterian Church, given by the citizens of the town, at which meeting Dr. Peppard in a brief but appropriate address tendered to the visiting teachers a very cordial welcome to the town and home of the citizens. This address was responded to in a happy manner by Inspector Craig. The remainder of the evening was occupied in selections by the choir and informal remarks or speeches, after which refreshments were served and the meeting brought to a close.

On Wednesday morning at 9 o'clock the work of the session was begun. One hundred and twenty-three teachers were present and enrolled.

Inspector Craig, President of the Association, occupied the chair and in a few well chosen remarks declared the meeting open for business, but in closing his opening speech *cautioned* teachers to observe accuracy in the keeping of the "School Register."

Dr. Magee and Principal Lay spoke on the matter of holding public examinations in schools, rather favoring the idea.

The following officers were elected for the coming year:

President—Inspector I. C. Craig.
Vice-President—W. H. Magee, Ph. D.
Secretary-Treasurer—W. R. Slade, Esq.
Executive Committee—A. D. Ross, Esq., of Amherst Academy; Miss Bertha Cameron, of Parrsboro High School; J. Crear McDonald, of Great Village High School, and Miss Maggie McEachren, of Tatamagouche Schools.

Messrs. Munro and Hepburn were appointed Auditors.

After this routine of business had been disposed of, Miss Ida Barnhill, of Five Islands, taught a model Primary Reading Lesson, following the same with a short address as to the methods, etc., in teaching Primary Reading.

Mrs. S. B. Patterson, of the Truro Kindergarten, delighted the Institute with a supplementary talk along the line of Miss Barnhill's lesson. She spoke very highly of the kindness shown by the teachers toward the little children composing the class, recommending the giving of certain sounds before placing words on the blackboards, and spoke emphatically against the appearance of sarcasm in correcting errors. She offered some grand suggestions as to the training of the powers of hearing, sight, pronunciation, and systematic lessons on color.

Principal Slade, in a few brief remarks, urged the necessity of shewing pupils the proper use of the organs of speech in order to obtain the best pronunciation and articulation in all reading lessons.

G. U. Hay, M. A, of St. John, gave an interesting talk on the opportunities of teachers, which was much enjoyed by all present. He advanced very strong arguments in favor of Nature Study.

Afternoon Session.

Prof. Sears, of the Horticultural School at Wolfville, read an instructive paper entitled "Science and the Farmer," enumerating

many of the important branches of knowledge that science has bestowed upon man, such as drainage of the soil, preservation of fruit, etc., by cold storage, the proper feeding of animals, the checking of diseases, and other enemies of fruit, etc., etc. He closed with an urgent appeal to the teachers of Nova Scotia to take an interest agriculture.

Dr. Magee, Principal Lay, W. M. Aymar and others, in speaking to the paper, referred to the advisibility of flower gardens and other ornamentations of school grounds.

A vote of thanks was tendered Prof. Sears in appreciation of his very excellent paper.

The above was followed by Mr. J. E. McVicar's lesson in English to a class of Grade VII. pupils. He selected the Poem entitled "Lady Clare," as his subject. The lesson was very carefully taught, eliciting considerable discussion. All seemed well pleased with the young man's effort.

The following resolution was passed:—

Whereas, the reader used in grades seven and eight is, in the opinion of the Teachers of this Institute unsatisfactory, on account of the disconnected character and multiplicity of the subjects treated, the abstruse nature of language used, and the uninteresting subject-matter generally;

Therefore Resolved, that the Council of Public Instruction be respectfully requested to substitute for the present fifth reader a more modern and suitable text book.

Thursday Morning Session.

Miss Laura Messenger's lesson on Elementary Chemistry was an excellent one, making clear to the pupils the knowledge she wished to impart. Miss Grace H. Patterson taught one of the best lessons the Institute has ever listened to, on the Oyster, thoroughly examining every part of it. Dr. MacKay, Superintendant of Education, and Principal Slade complimented both Miss Messenger and Miss Patterson on their able efforts.

F. O. Foster, Principal of Acadia Mines High School, read a suggestive paper on Geography, which called forth a lively discussion.

Afternoon Session.

T. B. Kidner, Director MacDonald School, Truro, gave an elaborately prepared paper on Manual Training. He divided his subjects into two parts:—

Great Village, to Mr. McDonald and Miss McAulay, teachers at Great Village, and to the Railways.

Inspector Craig closed the Session by wishing all a "Merry Christmas and a Happy New Year."

W. R. SLADE,

Secretary-Treasurer.

Great Village, December 21, 1900.

(IV.)

DIGBY AND ANNAPOLIS.

MINUTES OF THE TWENTY-SECOND ANNUAL SESSION OF THE TEACHERS' INSTITUTE.

The Teachers of Inspectorial Division No. 4, embracing the Counties of Annapolis and Digby, met in annual session at Digby on April 3rd and 4th, 1901.

On Tuesday evening, April 2nd, an entertainment was given in the Academy Hall. It opened with a duett by Misses Copp and Viets, of the town. This was followed by a drill, done by little girls in caps and pinafores, each bearing a goodly sized wax infant. Keeping excellent time to the music, the little tots followed the tortuous threads of the drill. Then in order followed lantern and flower drills, parallel and trapeze bar exercises, and wand, dumb-bell and Indian club figures. All showed careful training of eye and muscle, faithful supervision on the part of the teachers and ready ambition on part of pupils. All were excellent, both from picturesque and athletic standpoints. Meeting closed with National Anthem.

WEDNESDAY MORNING.

At 10.20 a.m., after arrival of suburban express, President Morse called the meeting together in Academy Hall. He extended a welcome to the teachers of Yarmouth and Lunenburg Counties, quite a number of whom were present.

Minutes of previous meeting, held at Middleton, were read and approved. Enrolment then took place, and at the end of the session

over 100 members had registered. The following officers were then elected :—

Vice-President—Principal H. B. Hogg.
Secretary-Treasurer—Principal A. H. Armstrong.
Assistant-Secretary—Principal Beryl G. James.
Executive Committee—Principals C. F. Boehner, J. I. North, D. F. McDonnell, and Misses E. M. Best and M. C. Spurr.

Principals Ruggles and S. Shaffner were appointed reporters for the Halifax papers.

The first paper on the programme was read by Principal Gormley, of Annapolis Academy. He advocated the issue of a weekly teachers' journal, which should contain assignments of work for each day of the school year. He claimed that by this means teachers would be freed from the labor of planning and arranging their work for the year so that each subject could be taught in season. This would also enable teachers to dispense with a large part of the text books now in use.

Principal Ruggles thought some of our text books worse than useless, and that much valuable time was lost in following them.

Principal Hogg agreed with the paper and the last speaker's remarks.

Principal Goucher asked, "What would fill the place of the text books?" They are necessary for reference.

Principal Longley thought text books had their use and abuse. Good when properly interpreted. The personality of teacher makes the school.

Mr. Crowe considered some of our text books valuable. Should not give the impression that we condemned text books in general when we were only speaking against certain ones. Our system should not be any more complicated. Different teachers referred to some books not in the curriculum as being excellent helps.

Principal Horner thought teachers should not be limited by prescribed work for each day. Any competent teacher should have this ability.

Mr. G. U. Hay, M. A., of St. John, arrived during the reading of the paper, and entered into the discussion. He did not think that teachers made themselves slaves to text books. Teachers should study their pupils and come in closer contact with them.

President Morse stated that he had received a letter from Supt.

THURSDAY MORNING.

Principal McKittrick spoke of the Summer School of Science, which meets this year at Lunenburg. He extended a cordial invitation to all to attend.

Principal A. C. Harlowe then taught a lesson on Physics. He showed how the most of the experiments might be done with apparatus made by teachers and scholars.

Mr. Crowe discussed and highly approved the lesson.

Mr. G. U. Hay, M. A., read a paper entitled "Nature and Literature." He emphasized the necessity of interpreting the voices of nature in the children. Get knowledge from its sources. It is evident that our oldest writers were students of Nature. Quoted Tennyson and other authors to show this. It is impossible to give in a few words the valuable points in this paper, which was written in the author's admirable style.

Paper was discussed by Inspector MacIntosh and Prof. Russell.

Principal E. H. Cameron was then called upon for his paper on "The Ideal Product of the Public School." Lessons in Ethics, the writer stated, should be taught in every school. That desire for knowledge should be inculcated in pupils that would make them students for all time.

Institute adjourned to meet at 2 p. m.

THURSDAY AFTERNOON.

After calling meeting to order, President Morse gave an opportunity to discuss Principal E. H. Cameron's paper.

Principal Ruggles thought it best to make moral and patriotic lessons incidental. Mr. Nickerson indorsed the paper and the above remarks.

Principal Ruggles then gave his paper or talk on "A Few Points on Elementary Science." He gave a practical illustration of combustion and the products derived from the same, and many useful hints as to how these products may be analyzed. Altogether the lesson was extremely interesting, and one by which all teachers might be benefited.

Principals Goucher, Horner and Trask acknowledged the helpfulness of this lesson to all present. Principal McKittrick suggested that the attention of all teachers be called to the books that Prin-

cipal Ruggles stated had given him impetus and help, viz.: "Simple Experiments for the School Room," and "Home Made Apparatus," by John F. Woodhull; each book 45c.

Principal Goucher opened a discussion on "Supplementary Reading." He had used "Taines' Literature" in Grade XI., in addition to prescribed books, and had given fuller notes on authors.

Inspector MacIntosh approved of stimulating pupils in this way. Teacher should make himself or herself acquainted with local history and traditions, and teach them. This should be the first history taught to the child.

Mr. Bingay had given the history leaflets to the children to read, and had shown them a newspaper published in the same year as the siege of Louisburg, when studying about that event, to create interest.

Principal Trask thought children deficient in reproducing stories, and they must be interested in a piece in order to read it well.

Principal Horner insisted that poor readers had their work up to the average, and the excellent readers were often deficient in mathematics.

Principal Ruggles found that it was time and money well spent to use supplementary readers.

Principal James suggested some methods of literature teaching which she had found satisfactory. She used Longfellow in Grades VI. and VII., Whittier for Grades VIII. and IX., and Tennyson for Grade X., and other books as required.

It was suggested that teachers should have more liberty in this matter. Inspector MacIntosh thought they might use this liberty now, and no person would object to the proper use of literature if the parents were not asked to supply the books.

At the close of discussion, Principal McKittrick assured the Institute that the Lunenburg representation had thoroughly enjoyed the sessions.

Time and place of next meeting was left with Executive Committee. Bills were ordered to be paid, and in the financial statement a satisfactory balance was given in favor of the Institute.

The following resolution was then passed:—

"That the thanks of the Institute be tendered to Principal Hogg and associate teachers; to the citizens of the town of Digby; to the railway authorities for reduced fares, and to all who helped in the reception tendered us, making this session one of the most helpful and enthusiastic in the history of the Institute."

The President closed the meeting after singing the National Anthem.

A. H. ARMSTRONG,
Secretary-Treasurer.

(V.)

CLARE AND ARGYLE.

L'Institut Acadien.

(*De l' "Acadie."*)

La deuxième réunion annuelle des instituteurs et institutrices de Clare et d'Argyle, a eu lieu à West Pubnico, les 16 et 17 mai, sou la présidence de M. l'inspecteur, le Révd. J. J. Sullivan.

Cinquante-cinq membres de la classe enseignante se sont enrôlés dès le premier jour. Les Révds. Pères Summers, cureé de Pubnico, et Ed. LeBlanc, vicaire à Meteghan, ainsi que H. M. S. LeBlanc, M. P. P., le Dr. Barton, M. William D'Entremont et autres étaient présents et ont pris part aux discussions.

At 9 heures, jeudi matin, M. le président oùvrait la première séance par une éloquente adresse de bienvenue aux délégués, puis donnait quelques mots d'explication sur le but de l'institut et enfin terminait par la lecture de deux lettres, l'une du Surintendant de l'Education et l'autre de l'hon. A. H Comeau, exprimant leur regret de n'avoir pu se rendre à cette réunion, ayant été appelés ailleurs pour affaires urgentes.

Puis vint la lecture de deux intéressants papiers, "l'Histoire dans nos écoles," par M. Raymond D'Entremont, principal de l'école de Belliveau's Cove, et l'autre "l'Assistance à l'école," par M. Alvery Adams, de Saulnierville Centre.

Ce dernier travail donna lieu à une discussion animée qui se termina par la passation de la résolution suivante:

Proposé par Mlle Mary Allen, secondeé par M. Alvery Adams: Que dans l'opinion de cet Institut la loi obligatoire, (Compulsory law) est défectueuse et qu'il considère le nombre de 120 jours insuffisant au progrès de l'éducation; qu'il suggère qu'il soit porté à 180, et attire la bienveillante attention du gouvernement sur ces faits.

A la séance de l'aprés midi, Mlle Hélène Amireau donna lecture d'un mémoire "le But de l'Institut." Dans ce travail il est démontré clairement que le manque d'union entre les membres de la classe enseignante est une des principales causes qui tient la profession de l'enseignement dans l'état d'infériorité actuel, et contribue à paralyser le progrés dans nos écoles. Ce travail a soulevé une longue discussion.

Ensuite, Mlle Léonice Belliveau nous intéressa beaucoup par la lecture d'une étude intitulée : " La lecture et les livres de lecture."

Ce mémoire traite tout particulièrement de la défectuosité des livres de lecture maintenant en usage dans nos écoles, tant anglais que français. Une vive discussion s'élève à ce subjet à laquelle prennent part tous les membres de l'Institut qui s'accordent à dire que les livres bilingues maintenant en usage sont de nul profit dans nos écoles françaises et qu'une série pure française et une pure anglaise seraient préférables. A la fin de la discussion est votée la résolution suivante :

Proposé par M. Willie Comeau, secondé par M. Adolphe Thériault que la série de livres de lecture français de Montpetit, étant à peu près ce que nous avons de mieux, en fait de lecture française, soit recommandée à l'adoption du conseil de l'instruction publique, pour nos écoles françaises.

Adopté à l'unanimité.

Cette rësolution est suivie d'une longue discussion sur les meilleurs moyens à prendre pour inculquer à nos enfants, l'esprit de patriotisme et l'amour du pays, pour ne pas le quitter. Au nombre des nombreuses suggestions est celle de M. MacDonald, principal de l'Académie de Clare, qui dit que dans nos écoles, si nous mettions entre les mains de nos élèves de bons livres de lecture qui décriraient les beautés de notre pays, en peindraient les paysages, les montreraient sous leurs plus belles couleurs, qui parleraient aussi de nos industries et des ressources immenses de notre province, cela implanterait dans le cœur de nos jeunes gens un légitime orgueil pour leur pays et les ferait s'y attacher de plus en plus.

Avant la lecture du deuxième mémoire de l'aprés midi, il y a longue discussion au subjet de l'Académie de Clare qui jusqu'à présent a refusé l'admission des jeunes filles, chose que l'Institut considére comme injuste. Cette discussion se termine par la résolution suivante :

Proposé par M. Raymond D'Entremont, secondé par M. Alvery Adams, que :

Attendu que, il y a quelques an nées passées, notre gouvernement avait la générosité de doter Clare d'une Académie tout spécialement dans l'intérêt de l'education de la jeunesse acadienne, et que jusqu'à présent les portes de cette Académie ont été fermées à nos jeunes filles, qui désirent en suivre les cours, les membres de cet Institut considèrent comme une grande injustice l'exclusion des jeunes filles et supplient humblement le gouvernement de vouloir bien prendre les measures nécessaires pour les faire admettre à cette institution.

Adopté à l'unanimité.

Jeudi soir, il y eut assemblée publique dans la salle de la C. M. B. A. à laquelle assistaient au delà de 500 personnes. M. H. S. LeBlanc, M. P. P., présidait. Les orateurs de la soiré furent les Révds. MM. J. J. Sullivan, D. J. Summers et Ed. LeBlanc, qui tous trois ont fortement appuyé sur la nécessité qu'il y a pour les parents de donner une bonne éducation à leurs enfants pour en faire plus tard des citoyens intègres at éclairés.

Somme toute, les discours des bons Péres ont produit uneprofonde impression.

Après la partie littéraire, eut lieu un charmant petit concert donné par les élèves de Mille McCarthy.

A la séance de vendredi matin, Mlle Mary Allen nous a beaucoup intéressé par un beau travail sur "La Composition," et dans l'après-midi. M. le Principal McDonald donna lecture d'une très belle étude sur "La Lecture." Ces deux mémoires ont été discutés avec beaucoup d'intérêt.

Les officiers élus pour l année courante sont:

President—Révd. J. J. Sullivan.
Vice-Président—J. Willie Comeau.
Secrétaire—Raymond D'Entremont.
Comité—Mlles Hélène Amireau, Rose Anne Thibodeau et M. A. Fox.

O. A. SOUCIE,
Secrétaire.

DEPARTMENT OF EDUCATION
LELAND STANFORD JUNIOR UNIVERSITY

ACADEMY · TRURO · N.S.

J. C. DUMARESQ & SON · ARCHITECTS

1/8" SCALE · · · APRIL · 15th – MAY · 14th 1901

No. 4

FRONT ELEVATION

ANNUAL REPORT

OF THE

SUPERINTENDENT OF EDUCATION

ON THE

Public Schools of Nova Scotia,

For the Year ended 31st July, 1902.

HALIFAX, N. S.:
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EDUCATION OFFICE,

HALIFAX, March, 1903.

SIR,—

I have the honour to submit herewith, to be laid before His Honour the Lieutenant-Governor, my report on the Public Schools of Nova Scotia, for the School year ended 31st July, 1902.

I am, with respect,

Your obedient servant,

A. H. MACKAY,

Superintendent of Education.

To the HON. GEO. H. MURRAY,

Provincial Secretary.

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PART I.

GENERAL REPORT, 1902.

ANNUAL REPORT

ON THE

PUBLIC SCHOOLS OF NOVA SCOTIA.

1901-1902.

To His Honour, Hon. Alfred Gilpin Jones,
Lieutenant-Governor of Nova Scotia:

May it Please Your Honour,—

I beg, in accordance with the law, to submit my Annual Report on the Public Schools of the Province, for the School Year ended 31st July, 1902.

For much detail otherwise necessary in an annual report, I submit as supplementary, the April and October issues of the *Journal of Education*, sent free according to law to every board of public school trustees in the Province. They contain, among other information, the names of the teachers employed in the schools, the amount of the provincial aid paid each, the amount of the municipal fund paid each section, the names and classes of the teachers licensed and of the graduates of the Normal School, the names and standing of those who obtained "pass" certificates of the four provincial high school grades, the provincial examination question papers, the courses of study for various kinds of schools, and the latest amendments of the school law.

GENERAL SUMMARY.

There has been a general rebound from the depression of the previous school year. The number of pupils enrolled increased from 98,410 to 99,059. The regularity of attendance increased at a still greater rate—from 10,763,651 days to 11,512,747.

The number of boys enrolled increased by 479, the number of girls by only 170. The total number of each sex was, boys 50,247; girls 48,812.

The teachers were 2,492,—exactly the same as the previous year. The number of Normal School trained teachers, however, increased from 947 to 1044.

The effect of our present system in gradually introducing trained teachers into the schools is clearly illustrated by the numbers annually employed by school boards from 1893 when the principle was introduced, up to the present:

Year.	1893,	1894,	1895,	1896,	1897,	1898,	1899,	1900,	1901,	1902.
No.	408,	499,	616,	690,	752,	798,	840,	887,	947,	1044.

Mechanic Science Schools increased from 3 to 8; and Domestic Science Schools from 2 to 5.

The equipment of these Manual Training Schools increased from $2800 to $6036, and the total expenditure from $7,791 to $10,806.

The increased interest shown by the ratepayers of the Province, as a whole, is proven by an increase of $68,742 in the annual vote—the $470,108 of the previous year having been followed by a vote of $538,850.

There has been a small increase in the salaries of male teachers, except in the lowest class; and a corresponding decrease in the salaries of female teachers, except in the lowest class.

The volumes in school libraries raised by local effort without any aid from the Provincial Treasury, increased by 305—from 14,780 to 15,085.

The total expenditure from the Provincial Treasury increased in the same time from $254,778 to $257,615.

STATISTICAL ABSTRACT.

1.—Sections.

	1901.	1902.	Increase.	Decrease.
School Sections in Province	1848	1850	2	....
Sections without Schools	145	155	10	....

2.—Schools.

Schools in operation	2387	2394	7	....
" session 50 days or under	13	6	....	7
" " 50 to 100 days	39	42	3	....
" " 100 to 150 days	107	97	....	10
" " 150 to 200 days	298	270	....	28
" " 200 (and less than full term)	1016	1348	332	....
" " full term	914	631	....	283
Average days in session	200.6	201.7	1.1	....

3.—Teachers.

Number of Teachers	2492	2492	....	....
" " Normal trained	947	1044	97	....
Class A, Male Teachers	79	78	....	1
" A, Female "	25	26	1	....
" B, Male "	122	116	....	6
" B, Female "	300	360	60	....
" C, Male "	166	154	....	12
" C, Female "	737	794	57	....
" D, Male "	173	137	....	36
" D, Female "	890	827	....	63
Total Male "	540	485	....	55
" Female "	1952	2007	55	....
New Teachers	466	416	....	50
Teachers, service 1 year or under	658	643	....	15
" " 1 to 2 years	310	324	14	....
" " 2 to 3 years	244	239	....	5
" " 3 to 4 years	198	211	13	....
" " 4 to 5 years	163	165	2	....
" " 5 to 7 years	241	240	....	1
" " 7 to 10 years	235	230	....	5
" " 10 to 15 years	213	204	....	9
" " 15 to 20 years	115	110	....	5
" " 20 to 30 years	84	96	12	....
" " 30 years and over	31	30	....	1
New Licenses issued (all classes)	830	652	....	178

4.—Attendance.

Pupils on Register, 1st quarter	78,227	79,746	1,519	....
" " 2nd "	88,476	88,963	487	....
" " 3rd "	91,518	93,933	2,415	....
" " 4th "	96,774	98,767	1,993	....
Av. Daily Attend'ce, 1st "	54,596	54,671	75	....
" " 2nd "	50,172	53,355	3,183	....
" " 3rd "	50,442	53,407	2,965	....
" " 4th "	52,810	55,333	2,523	....
Tot. Days' Attendance for year	10,763,651	11,512,747	749,096	....

5.—Classification of Pupils.

Grade I (and Kindergarten)	19,185	20,497	1,312	....
" II	13,089	13,688	599	....
" III	11,975	12,252	277	....
" IV	12,655	12,449	....	206
" V	10,590	10,332	....	258
" VI	8,700	8,658	....	42
" VII	8,292	7,735	....	557
" VIII	6,628	6,308	....	320
Tot. in Common School Grades	91,114	91,919	805	....

Grade IX	4,461	4,364	....	97
" X	1,850	1,804	....	46
" XI	878	874	....	4
" XII	107	98	....	9
Total in High School Grades	7,296	7,140	....	156
Total in Public Schools	98,410	99.059	649	....
Wrote at High School Exam	3,470	3,335	....	135
Passed in Grades written for	1,511	1,370	....	141
Full Academic High School Pupils	1,584	1,532	....	52
Full non-Academic High School Pupils	4,070	4,264	194	....
Partial High School Pupils	1,642	1,344	....	298

6.—Section Statistics.

Property in Section	$82,026,153	$88,949,231	$6,923,078	....
School Property in section	1.632,460	1,777,512	145,052	....
Vote at Annual Meeting	470,108	538,850	68,742	....
Buildings and repairs	86,532	93,384	6,852	....
Vols. in school libraries	14,780	15,085	305	....
Maps, charts, globes etc.	8,017	8,644	627	....

7.—Total Expenditure.

Total Provincial Aid	$254,778	$257,615	$2,837	.....
Total Municipal Funds	119,876	117,376	.....	2,500
Total Section Assessment	470,108	538,850	68,742	.....
Total Expenditure, Public Education	$844,762	$913,841	$69,079	.....

8.—Enrolment and Average Attendance of Pupils.

Total annual enrolment	98,410	99,059	649	.....
Daily present on an average	53,643	55,437	1,794	.....

HISTORICAL AND COMPARATIVE STATISTICS.

The historical and comparative statistics given in the following tabulations are of general interest, and explain themselves without the aid of comment:

CONSPECTUS OF PUBLIC SCHOOL STATISTICS

(A) Before the Free School System.

Year.	Average No. of Teachers, Winter and Summer.	Average No. of Pupils enrolled, Winter and Summer.	Local Funds, $4 = 1£.	Provincial Grants, $4 = 1£.	Total Cost of Schools,	Annual Cost per Pupil "enrolled,"	Remarks.
1820	.....	.....	.....	.....	$ 34,720	.....	Common Schools only.
4	217	5,514	.....	.....	.....	.....	
8	.....	6,639	.....	.....	.....	.....	
9	.....	12,000	.....	.....	.....	.....	
1831	375	12,941	$ 48,792	.....	.....	.....	
2	423	11,771	31,367	$ 7,338	38,705	$3 29	
3	457	13,161	57,602	16,628	74,230	5 64	
4	444	12,573	37,468	17,865	55,333	4 40	
5	530	15,292	49,813	27,323	77,136	5 04	
6	550	16,000	60,000	28,000	78,000	4 88	
1841	648	20,910	.....	.....	.....	.....	Common and High Schools.
2	854	29,382	83,973	36,112	120,095	4 09	
3	939	29,723	92,272	34,396	126,668	4 26	
4	935	30,979	88,190	36,255	124,445	4 02	
6	1001	33,960	79,828	37,712	117,540	3 46	
7	1041	34,729	93,172	43,394	136,566	3 93	
1850	896	25,328	100,556	42,368	142,924	5 64	J. W. Dawson.
1	878	20,579	93,611	42,675	136,286	4 61	"
2	967	32,762	107,107	47,982	155,389	4 74	"
.....	.....	.....	.....	.....	.....	.....	
4	907	31,010	103,608	46,642	150,250	4 85	M. & R.
.....	.....	.....	.....	.....	.....	.....	
6	.....	31,307	104,047	42,355	146,402	4 68	A. Forrester
7	1002	4,356	128,222	53,519	181,741	5 29	"
8	1127	33,742	129,672	53,319	182,991	5 42	"
9	1061	35,581	135,041	46,891	181,932	5 11	"
1860	1059	35,293	121,873	45,742	167,615	4 75	"
1	1043	33,652	129,775	46,833	176,608	5 25	"
2	1092	36,087	129,999	47,888	177,887	4 93	"
3	1072	37,482	130,664	45,472	176,136	4 70	"
4	1112	35,405	115,226	47,930	163,156	4 61	T. H. Rand.

(B). Under the Free School System.

Years.	Av. No. Teachers, W. and S. Terms.*	Average enrolment of Winter and Summer Terms.*	Daily present on an average.	Av. % of enrolments in Daily Attendance	School Section Assessments.	County Assessments.	Provincial Grants.	Total cost of Public Education	Annual cost per Pupil in Daily Attendance.	Remarks.	
1865	916	39,461	23,572	60.0	$124,673	.....	$ 93,263	$217,936	$9.25	Rand.	Semi-Annual Terms.
6	1059	50,574	29,239	57.8	176,252	$ 55,462	136,821	368,535	12.60		
7	1310	65,896	36,943	56.1	262,913	91,477	162,000	516,390	13.98		
8	1390	68,612	39,781	58.2	298,659	91,958	164,750	555,367	13.98		
9	1515	74,139	43,078	58.1	286,754	91,760	167,387	545,901	12.67		
1870	1569	75,279	42,177	56.0	266,160	91,762	174,602	532,524	12.62	Hunt.	
1	1620	75,995	43,612	57.4	247,209	91,762	176,174	515,145	11.81		
2	1592	73,638	40,806	55.4	245,759	95,461	171,395	512,615	12.56		
3	1624	74,297	41,392	55.3	265,274	105,029	165,562	535,865	12.94		
4	1658	76,277	44,143	55.0	287,349	107,301	175,013	569,663	12.90		
5	1775	79,123	44,229	55.3	320,130	107,396	185,565	613,091	13.86		
6	1810	79,813	45,373	56.3	338,838	106,781	194,605	640,224	14.11		
7	1888	82,364	46,690	56.8	324,550	106,833	204,266	635,649	13.61	Allison.	
8	1954	82,846	48,951	59.0	368,282	106,920	208,115	683,317	13.96		
9	1985	82,998	45,857	55.4	.....	107,181	205,575	.....	.....		
1880	1809	76,393	42,580	55.7	281,561	107,181	196,217	584,959	13.74		
1	1881	78,828	43,461	55.1	286,086	106,695	185,519	578,300	13.36		
2	1932	79,042	43,746	55.3	290,564	106,949	184,627	582,140	13.31		
3	1961	80,477	45,650	56.7	316,477	120,340	186,088	622,905	13.65		
4	2014	82,153	47,280	57.5	314,172	120,345	191,124	625,641	13.23		
5	2054	84,025	48,398	57.8	334,044	120,328	199,188	653,560	13.50		
6	2111	85,714	51,142	59.6	321,954	120,377	209,834	652,165	12.75		
7	2143	85,474	50,055	58.5	337,216	119,047	216,085	672,348	13.43		
8	2153	84,534	48,707	57.6	346,314	118,485	211,196	675,995	13.88		
9	2182	84,429	50,038	59.2	341,716	118,281	212,922	672,919	13.45		
1890	2214	85,482	49,620	58.0	377,529	118,349	213,434	709,312	14.29		
1	2229	83,548	49,347	59.0	393,077	118,301	213,906	725,284	14.69	MacKay.	
2	2268	85,077	50,975	59.8	410,017	120,127	216,430	746,574	14.65		
3	2319	94,899	50,103	52.8	413,448	89,623	166,040	669,111	13.35	(¾ year)*	Annual Term.
4	2351	98,710	51,152	51.8	454,200	120,507	220,436	795,143	15.54		
5	2399	100,555	54,006	53.7	458,144	119,900	238,760	811,804	15.03		
6	2438	101,032	54,015	53.4	450,972	120,018	242,345	813,335	15.05		
7	2485	100,847	54,922	54.4	448,263	119,602	242,811	810,676	14.76		
8	2510	101,203	57,771	57.	473,104	119,869	245,837	838,810	14.52		
9	2494	100,617	55,919	55.5	447,906	120,082	246,462	814,450	14.56		
1900	2557	100,129	56,224	56.1	519,620	119,923	248,309	887,852	15.79		
1	2492	98,410	53,643	54.5	470,108	119,876	254,778	844,762	15.75		
2	2492	99,059	55,438	55.9	538,851	117,376	257,616	913,843	16.48		

*In 1893 the transition was made from the school year of *two* terms ending on the 31st October to the school year of *one* term ending on the 31st July. This school year, therefore, consisted of the nine calendar months from the first of November to the 31st of July, 1893. From this date the *second* column of the table above gives the "No. of Teachers during the year," and the *third* column gives the "Annual Enrolment."

This table has been carefully compared with the records; so that its figures can be assumed to be correct when there is any difference between them and those in any table previously published.

SCHOOL EXPENDITURES PER CAPITA OF "AVERAGE ATTENDANCE" IN THE UNITED STATES OF AMERICA, NOVA SCOTIA AND ONTARIO FOR THE SCHOOL YEARS ENDED AS FOLLOWS:—

YEAR.	The United States.	North Atlantic States.	South Atlantic States.	South Central States.	North Central States.	Western States.	Nova Scotia.	Ontario.
1871 ..	$15 20	$18 31	$10 27	$ 9 06	$14 87	$21 87	$11 81	.....
1872 ..	15 93	18 86	10 46	9 08	16 36	23 57	12 56	$11 55
1873 ..	16 06	19 89	9 25	8 89	16 53	25 04	12 94	.....
1874 ..	15 85	19 89	9 01	7 55	16 57	24 36	12 90	.....
1875 ..	15 91	20 17	8 98	7 51	16 69	26 85	13 86	.....
1876 ..	15 70	19 14	8 65	6 70	16 91	26 35	14 11	.....
1877 ..	14 64	17 89	7 68	6 25	15 93	24 69	13 61	14 23
1878 ..	13 67	16 55	7 21	5 98	15 08	25 82	13 96	.....
1879 ..	12 97	16 05	6 76	5 65	14 22	23 39	.....	.....
1880 ..	12 71	15 64	6 60	5 40	14 39	22 59	13 74	.....
1881 ..	13 61	17 14	7 22	5 72	15 19	23 81	13 36	.....
1882 ..	14 05	17 35	7 63	6 25	15 79	24 32	13 31	14 27
1883 ..	14 55	18 17	7 46	6 17	16 69	25 39	13 65	.....
1884 ..	14 63	18 37	7 44	6 26	16 90	24 69	13 23	.....
1885 ..	15 12	19 19	7 32	6 74	17 53	26 31	13 50	.....
1886 ..	15 06	19 11	7 33	6 93	17 45	25 52	12 75	.....
1887 ..	15 07	19 38	7 33	6 88	17 45	24 85	13 43	15 18
1888 ..	15 71	20 60	7 61	6 60	18 29	27 38	13 88	.....
1889 ..	16 55	21 64	7 77	7 12	19 30	29 37	13 45	.....
1890 ..	17 23	23 58	7 78	7 28	19 70	30 57	14 29	.....
1891 ..	17 54	23 66	8 52	7 78	19 42	33 42	14 69	.....
1892 ..	18 20	24 89	8 74	7 82	20 13	33 55	14 65	16 15
1893 ..	18 58	25 91	8 65	7 72	20 62	33 57	*13 35	.....
1894 ..	18 62	26 21	8 61	7 58	21 29	29 06	15 54	.....
1895 ..	18 41	26 84	8 58	7 69	20 26	27 32	15 03	.....
1896 ..	18 76	28 45	8 87	7 60	20 09	27 16	15 05	.....
1897 ..	18 67	28 77	9 32	7 09	19 75	25 86	14 76	15 59
1898 ..	18 76	29 34	8 97	7 09	19 47	28 29	14 52	.....
1899 ..	18 99	29 11	9 79	6 92	20 32	26 52	14 56	16 28
1900 ..	20 28	31 82	9 69	7 37	21 12	30 98	15 79	17 40
1901 ..	21 14	33 52	9 61	7 54	22 26	31 46	15 75	.....

*Three-fourths of a year.

EXPENDITURE "PER PUPIL IN AVERAGE ATTENDANCE" IN EACH STATE OF U. S. A., AND IN NOVA SCOTIA AND ONTARIO, FOR THE YEAR 1900—ARRANGED IN ORDER OF AMOUNTS.

Nevada	$47 81	Utah	$21 21
New York	38 97	Indiana	19 28
Colorado	38 12	Michigan	18 68
Massachusetts	37 76	Idaho	18 22
Montana	35 44	Wisconsin	17 73
California	35 00	Kansas	17 66
District of Columbia	34 63	Maine	17 53
Rhode Island	34 09	ONTARIO	17 40
North Dakota	33 08	Missouri	16 99
New Jersey	30 26	NOVA SCOTIA	15 79
Arizona	29 45	New Mexico	15 31
Connecticut	28 58	Delaware	13 99
Washington	27 98	Texas	11 35
Pennsylvania	25 12	Oklahoma	10 77
Wyoming	24 95	Florida	10 21
Oregon	24 75	Virginia	9 70
Nebraska	24 22	Kentucky	8 58
Illinois	24 07	Louisiana	7 76
South Dakota	23 51	Arkansas	7 01
Minnesota	23 15	Georgia	6 64
Vermont	22 85	Mississippi	6 48
New Hampshire	22 02	Tennessee	5 17
Maryland	21 95	South Carolina	4 44
Iowa	21 89	North Carolina	4 34
Ohio	21 63	Alabama	3 10
West Virginia	21 27		

GENERAL REPORT.

As intimated in my last report, several new statistical elements were introduced into the "returns" from the schools, in order to keep pace with our educational development, and with the statistics of other countries. As this is the first year in which these elements appear, they cannot be compared with those of a previous year; so that we have to be content with their absolute values for the present year.

For the sake of brevity the usual serial comments on these tables are omitted. It is hoped the headings of each table and column will make the statistics and their meaning sufficiently luminous for general purposes. Only a few points will be selected for special comment.

School Sections.

The number of school sections (Table 1, page 3), increased from 1848 to 1850; yet there were 155 without school. The character of each of these sections, and the reasons why there was no school, are given in order, beginning on page 130. In many cases, it appears, the settlements have simply become depopulated. In other cases the sections were originally too poor and small to have been formed into independent sections, and the few or many children are attending school in neighboring sections. Geographical conditions in some cases required the formation of a small and poor section, when a pioneer settlement was formed at a great distance from other settlements. But the great majority of the 1,695 sections with their 2,394 schools (seven more than were open the previous year), are smaller than they should be—so small in many cases that it is impossible for the ratepayers to raise sufficient funds for the payment of a salary which will attract a teacher with the desired ability.

Now the formation of these sections, or unit school municipalities, was the work of the thirty-three boards of district school commissioners of the province. Originally these boards possessed for each district nearly all the powers now vested in the inspectors and the Council of Public Instruction. Gradually they have been shorn of nearly all power, except the alteration of the boundaries of school sections and the union or division of them. This work has been so defectively done in the olden time, and is now being so tardily reformed even under the more intelligent boards, while some boards are still making themselves notorious by the breaking up of sections which have existed for a generation in order to have a school house where some influential parishioner or party wishes it, that the abolition of the boards is now being considered by educationists.

There are 13,483,671 acres of land in Nova Scotia—including forests, marsh, barrens, and other uninhabited regions. According to Regulation 10 of the C. P. I., based on the most ample experience, a school section should not, in a poor or thinly peopled settlement, be less than four miles in diameter. This dimension will leave the most distant from a central school house not more than two miles from school—a distance compatible with a fair enjoyment of school privileges. A radius of two miles from the central school sweeps over about 8,000 acres—the proper size of an average rural section. Dividing this area into that of the province we find that there is room for only 1,685 school sections. Yet we have to-day 1,850 sections carved out of the occupied portion of the province, which is approximately only one-half of its area. The inference is, that the average school section is rather less than half its proper size. As many sections are of proper size it follows that very many others are even less than half the area recommended. And if this investigation be carried down into some counties it will be found that a majority of the sections are from one-third to one-quarter of the proper size. No wonder that in such regions the boy who should be attending school can go to the town or a coal mine and earn from two to three times as much per month as the trustees of the school offer to a teacher per month. This is what our ultra democratic system of local government has brought us to. For it must be remembered, that each school section is a free and independent republic, which is simply coaxed to do educational work by the promise of specified grants if certain minimum conditions are fulfilled. The district commissioners form another and superior board of local government, often, as already indicated, not only failing to understand the demands of a sound educational policy, but incapable of carrying out the recommendations of the Council of Public Instruction.

Enlargement of Sections.

In several districts of the province, however, boards of commissioners, especially when stimulated by energetic and tactful inspectors, are beginning to undo the evil of the past by the union of small sections. I mention no names at present, but refer those seeking the information to the reports of the inspectors, and to the number of sections in each county as shown in Table I, from year to year. Under this head I am referring to the enlargement of sections only up to the four mile limit, the school of which can be attended by all pupils on foot. In the late revision of the Statutes, power has been given to the boards of district commissioners to unite sections without the old-time condition of a two-thirds majority in each section uniting. It has been found, as a rule, that the smaller the section the greater the repugnance to its voluntary absorption into the greater. Therefore, the absolute power of union has been vested in the district board subject to the ratification of the Council. If only this degree of enlargement of sections could be carried out

throughout the province, it would be a tremendous gain to all concerned.

Consolidation of Sections.

In the revision of the Statutes in 1900, amendments were introduced providing for the union or consolidation of several sections. with the conveyance of pupils from a distance in vans. Boards of district commissioners were given the power to unite or consolidate the sections, and sections were empowered to vote money for the conveyance of pupils to the central school. But so inert were the masses that even with the able advocacy of one or two progressive newspapers, no action was taken until Professor J. W. Robertson offered to back with a portion of Sir William Macdonald's funds the trial of the system in some centre for three years. Berwick, Parrsboro, and Middleton, were the first centres to offer on condition of receiving such aid. Professor Robertson selected Middleton, where eight school sections have agreed to consolidate. A special Act is being prepared to meet the peculiar conditions of this three years' experiment; plans are being prepared for a central school house which may be a model for other centres—having six regular class rooms, a laboratory, a room for Mechanic Science, a room for Domestic Science, and a school garden. Vans are being procured with the expectation that the consolidated school will go into operation in September next.

When the school goes into operation specifications of the building, and vans, cost of conveyance of pupils, etc., will be published for the information of school boards throughout the province. The advantages of such consolidation, and the experiences of other countries which are trying the system, have been published in the Journal, sent to every school board, or have been referred to in previous reports But public attention appeared impossible of attraction to the consideration of the system until Professor Robertson's splendid object lesson was promised at the expense of Sir William Macdonald. It is hoped the object lesson may make the advantages plain; and that the more progressive centres in the province may lead the way promptly.

Centres for Nature Lessons.

In this connection it is natural to consider a second scheme of Professor Robertson, aided by Sir William Macdonald. For quite a number of years stress was laid in our Course of Study on Nature-Study in the schools. It was introduced in the eighties, and since 1893 special instructions have been regularly published in connection with the Course of Study. Many of our scholars and writers not understanding this new thing criticized and ridiculed the introduction of "all the sciences," as they called it, into the schools, and professed to be afraid for the continued existence of the three R's. There

were hundreds of teachers who knew no better, and were most thankful to be able under the cover of this literary fire to do as they chose with the Course of Study: that was to ignore it. Many teachers endeavored to fit themselves for the work and some have been preeminently successful; and in these schools we had also the best attendance and the most satisfactory progress in the three R's.

Professor Robertson, seeing the profound importance of this kind of instruction where properly given in other countries, and from his own experience knowing what it can accomplish, selected eleven nature-teachers in Canada, some of them eminent graduates already of its best colleges and Normal schools, and sent them abroad for the purpose of seeing and studying under the ablest science teachers of America. They have already completed their course at the University of Chicago, are now taking a course at Cornell, and will finally take a special course at the Macdonald Nature-Study School at Guelph. Two of these teachers are from Nova Scotia and for Nova Scotia—one to be principal of the Macdonald Consolidated School at Middleton, and the other to be a special "Nature" teacher for five groups of schools near Truro, taking one day each week at each central school. During the forenoon he will teach the local pupils in the central school; in the afternoon, the pupils from the group of neighboring schools who may come in to the central school. A model school garden will be provided and kept up for three years for such teaching; and other apparatus required will be carried around with the teacher in a wagon. It is hoped that at the end of three years the neighboring school sections may in many cases be ready to consolidate at these centres; and that other communities seeing the advantages of the system may adopt it.

TEACHERS.

The most important element in an educational system is the teacher. If money and every convenience is supplied luxuriously, but the teacher is defective, the whole system is a failure. With a good teacher, the absence of any system can be endured. So far as system outside of the preparation of good teachers is concerned, we are pretty well supplied. We can readily compare our courses of study, buildings, apparatus and regulations generally with those of other countries; and in these respects we are not far behind in any thing, and in some things ahead.

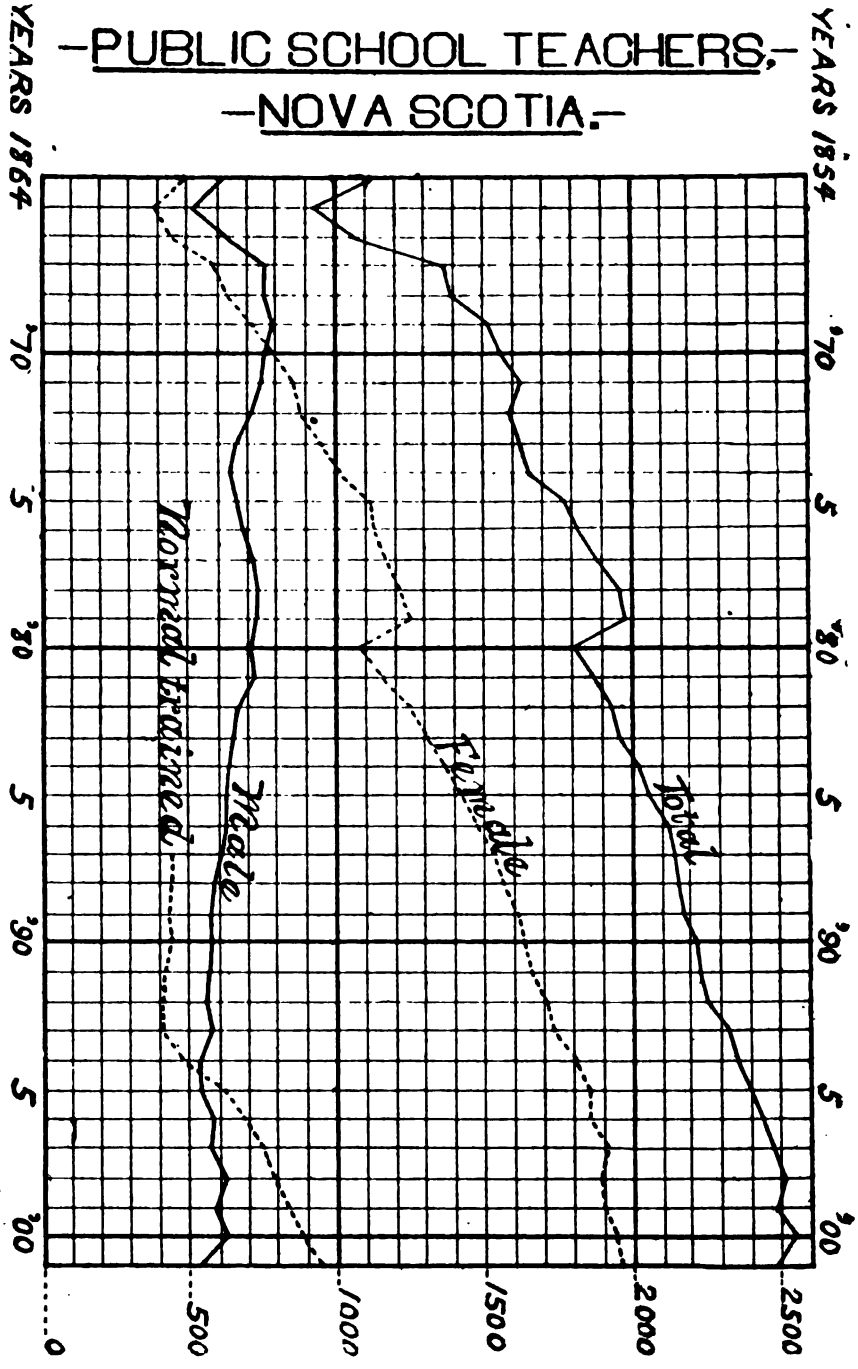
But when we come to examine our system for the supply of trained teachers, we find it specially defective. Teaching is still looked upon in many parts of the country as something to be exploited for a start in life by the young boy or girl. Already it is becoming too unremunerative for the former; and the girl who was admitted to the profession only within the memory of one generation is now threatening to monopolise it Of the 2492 employed the

previous year, 540 only were male and 1952 female. This year the total is exactly the same; but the proportion is tending rapidly towards the extinction of the males who numbered only 485 against 2007 females.

The rate of change since the introduction of the free school system in 1864 is shown in the graphs on next page. Now it is admitted that female teachers are often better than male teachers, even in the management of boys' schools. But what makes the present conditions specially injurious, is the fact that owing to the low remuneration of teachers, the abler male teachers have little inducement to enter the profession and still less to remain in it, except in a comparatively few localities. Female teachers can afford to keep school open at a much less cost, it appears. The trustee who is always haunted by the cry "keep down the taxes," is therefore extremely liable to fall into the error of accepting the lowest figure; and even when he knows better he is often forced by an ignorant democracy to accept its standard of value. This democracy understands the difference between twenty dollars and twenty-five, for by dint of ever engrossing discrimination its vision is very acute; but it has not the dimmest glimpse of the difference between a teacher worth to the community twenty dollars and the one worth a thousand It is possible that the faith of the masses in the infallibility of the standard of license is partly responsible for this. A good third class teacher is ready to take a school for a year at $200, but another of the same class will take it for $100 "It is the same article; and, of course, the cheap one is a great bargain," they argue.

Untrained Teachers.

This brings us face to face with the greatest defect of all in our system. We admit teachers into the profession who have simply been able to pass the primitive test of a brief and simple written examination. There is no practical test of ability to teach or to manage a school. The examiners do not even see the candidate whose very face, or posture, or manners, or accent, should rule him out of a teaching profession. Ten years ago, out of 2340 teachers only 419 received training in a Normal School. At first, members of the legislature would not, as in other countries, make special training imperative. It would narrow the chances of the children of some of their constituents when leaving school of earning some money for a few years. In other words, more interest was felt in giving employment to young people than in giving a good education to all. This was of necessity the primitive condition of education, before the establishment of a Normal School; and the primitive condition was blindly clung to since it furnished employment readily to hungry constituents. But the natural result even from the view of the teaching profession as an industry, has been to so depress salaries that the boys no longer care to enter the profession which is being left to young girls. People were apparently blind to


-PUBLIC SCHOOL TEACHERS.-
-NOVA SCOTIA.-
YEARS 1854
'70
5
'80
5
'90
5
'00
YEARS 1864
'70
5
'80
5
'90
5
'00
Total
Female
Male
Normal trained
0
500
1000
1500
2000
2500

the fact, that if training had been allowed to be insisted upon, although it would add a little more cost to the preparation for teaching, it would also induce better salaries, and therefore be better finally even from a money-making point of view; while all would be great gainers by having everywhere thoughtful and wiser teachers.

In 1893, the Council of Public Instruction promulgated an optional system which allowed Normal School training to count for something without making training compulsory. The success of this measure is graphically shown on the plate of curves opposite. From 1887 to 1893 the Normal trained teachers employed each year were only a little over 400, and the number was falling instead of rising. From 1893 to the present date trustees have been engaging Normal-trained teachers in preference to others in a regularly increasing proportion There are not so many more attending the Normal School as in the olden time; but the trustees are retaining more of the trained in the schools. This is the most positive evidence of the popular appreciation of trained teachers over others. The following table shows this record of ten years at a glance:

NORMAL-TRAINED TEACHERS EMPLOYED.

COUNTIES.	1893	1894.	1895.	1896.	1897.	1898.	1899.	1900.	1901.	1902.
Annapolis	25	25	33	35	33	38	45	51	60	60
Antigonish	2	7	6	6	10	13	20	25	25	18
Cape Breton	17	22	29	33	34	41	43	49	47	73
Colchester	63	67	85	98	106	101	87	88	90	89
Cumberland	75	83	95	104	109	104	114	107	119	126
Digby	17	14	14	27	28	28	31	29	32	51
Guysboro	2	13	18	13	18	16	24	29	27	32
Halifax Co	23	40	57	57	53	67	60	56	54	67
Halifax City	31	35	34	38	44	48	54	59	62	70
Hants	45	38	48	46	51	63	62	63	74	79
Inverness	7	7	17	20	21	24	25	31	39	49
Kings	23	35	48	43	49	40	40	52	59	50
Lunenburg	23	34	38	51	57	63	61	60	59	66
Pictou	20	33	41	49	56	53	52	56	55	64
Queens	5	7	7	15	10	15	13	18	14	19
Richmond	5	9	6	7	13	10	16	18	17	24
Shelburne	3	4	5	13	16	18	19	21	25	22
Victoria	4	4	9	6	7	19	20	15	20	18
Yarmouth	18	22	26	29	37	47	54	60	69	67
Totals	408	499	616	690	752	798	840	887	947	1044

At present we have, therefore, 1044 trained teachers employed against only 1448 not trained in a Normal School. Of the latter there are very many able teachers—born teachers trained by long and successful experience. These are the elect few, however.

Both the age and the scholarship of new teachers have been raised within the last few years. There were many complaints of the increasing difficulty; but even the complainers soon saw that the temporary inpediment to the exploitation of the profession would be a permanent advantage to them in years to come.

The present system cannot be expected to continue this rate of progress to the final exclusion of new untrained teachers. The rate must soon gradually diminish until it becomes approximately constant.

But the day when only trained teachers will be admitted to the profession may be hastened by extending and making more thorough the present M. P. Q. examination, without in the meantime still further raising the age and scholarship limit. The granting of the provisional Third Class license can be still further restricted before it is ultimately abolished.

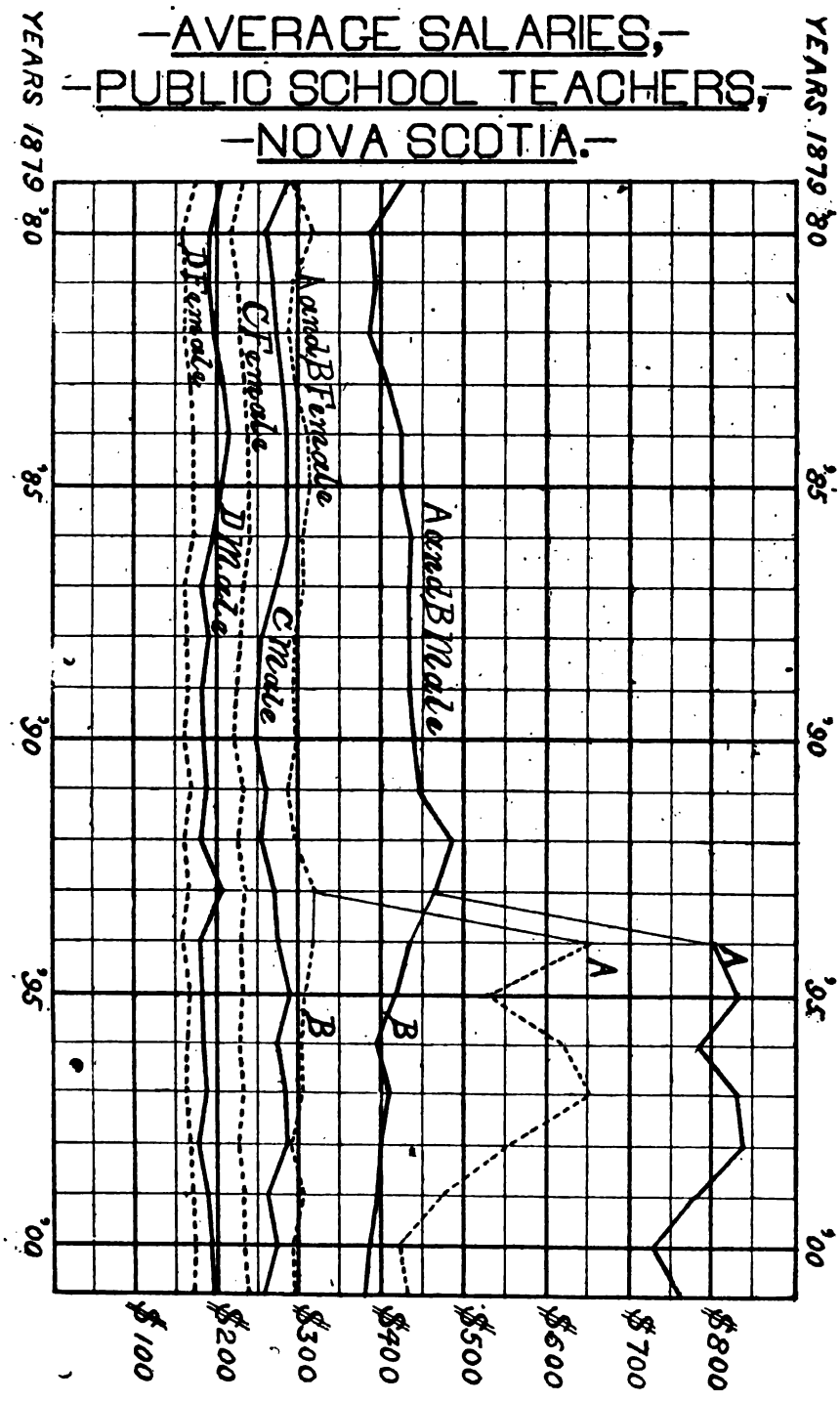
In several inspectorial divisions no provisional licenses have been recommended by the inspectors, and consequently none have been granted. Were these the only regions of the province to consider, this order of license might be abolished at once, and restrictions might be attached to the regular Third Class license. The old "Permissive License" has been abolished · and in several backward portions of the country this is responsible for closed schools. It has been demonstrated by several years' experience that without the loss of school privileges many sections would never make a vigorous effort to improve.

Teachers' Salaries.

But while these gradual changes are slowly raising the standards of teachers' qualifications, they are offset by the tendency to low salaries, due mainly to the competition ot untrained and female teachers who are ready to accept any renumeration for a few years. The graphs on the opposite page show that salaries of the lower and more numerous classes are absolutely lower now than in 1885. But when it is considered that the cost of living and the wages of nearly all other classes have very considerably advanced since that date, it must be clear that relatively the salaries of teachers in the rural schools have fallen seriously. Under such circumstances it is really wonderful that the rural teaching service is so good as it is.

Supply and demand not Free.

The law of Supply and Demand is not free to work under present conditions. 1st—Because rural school trustees are misled by the defective classification of teachers already referred to. 2nd —Even were our classifications definite and correct labels of the true values of teachers, the intelligence of our rural democracy in


—AVERAGE SALARIES,—
—PUBLIC SCHOOL TEACHERS,—
—NOVA SCOTIA.—
YEARS 1879 '80
'85
'90
'95
'00
$800
$700
$600
$500
$400
$300
$200
$100
A and B Male
A and B Female
C Male
C Female
D Male
D Female
A
B

b

laws of nature, the magic word at whose touch the fields burst forth with increased luxuriance, the trees line the roadside and transform the dreary desert to a park, the hut grows into a cottage, the wretched byre into ample barns, and the despised acres from which under other conditions they would flee, bloom into a patriot's home for which they are ready to fight, and if necessary, to die.

(4) Some wealthy towns,—Dartmouth, Windsor and Truro—have been allowed to escape from their contribution to the municipal school fund; and other towns like, Pictou, New Glasgow, Stellarton and Westville, are making a similar attempt. Thus the wealthier centres of the country are beginning to refuse to contribute to the schools of the country their greater share of the taxes which their greater wealth involves. This is a fourth drain on the old time resources of the rural school. The remedy for this lies in the legislature.

(5) The fifth modern tendency sapping the financial strength of the rural school section, is the concentration of the higher class teachers in the city, towns and villages. As the Provincial Aid fund is limited to $190,000, it follows that the advanced grants given class "A" teachers in superior schools, and class A or B teachers in Agriculture, do to some extent diminish the grants to the lower classes found generally in the rural schools.

This state of affairs, though on the whole not unsatisfactory, has a noticeable lowering effect on salaries in rural school sections. There is a method of balancing this preponderance against the rural school by a simple scheme, which at the same time will accomplish an educational work our statutes for over a generation confessed we should have attempted, and which the history of other provinces of Canada, and of many of the United States, proves we have conspicuously neglected.

Rural School Libraries.

Although nearly from the inception of the free school system in 1864, down to the last revision of the school law in 1900, the Council of Public Instruction had the power of spending annually a sum not exceeding $1600 for the encouragement of school libraries, a scheme for the effectual and fair distribution of so small a sum could not be formulated; and not a cent of such money was ever appropriated.

Yet today we have 113 school libraries, containing 15,085 volumes, worth $17,875; and 1,836 volumes were added during the last year. But these libraries are mostly in the wealthy sections which are drawing about $30 a year more for a class "A" teacher, (one condition of the extra grant being the possession of a library); or which are drawing from $30 to $90 of an extra grant as an

agricultural school; or which may be drawing up to $600 for manual training schools.

A small grant of from $5 to $10 a year added to the Provincial grant of a teacher in a rural school fulfilling specified library conditions, in consideration of a specified amount of librarian's work done by him, might prove a great incentive to his librarian zeal. The library should be the property of the section, in an appropriate case, containing a specified proportion of the best books bearing on the applied sciences and industries possible to the locality, as well as the best literature suitable for pupils and parents; should be catalogued, and reported upon by the inspector, and should send in a special return indicating not only the number of volumes of each class but the number of persons reading volumes of each class.

It should be managed without the creation of new officers, and without any other expense, except possibly the presentation of specimen cards for a uniform modern system of record, and the blank forms of "returns" to be sent in attached to the annual returns.

The Secretary for Agriculture in Pennsylvania has just made a successful effort to provide a cheap and effective series of farmer's libraries in rural districts. In our rural schools we have all the officers necessary for taking effective charge of such books as a part of the school library without any additional expense for the management and care of the books. The children can carry books to and from the school any day without any extra labor; which would not be the case were the books kept elsewhere. And why should not the school house continue to be the educational centre of the rural section, and the library be the public school extension course, which those who left the school should enjoy when residing in the section? Our present law gives ratepayers the power to raise funds for such books by a vote at the annual meeting; and owning the books they will naturally aid in their use and preservation. The grant to the teacher would serve the purpose of of (1) compensation for effort in stimulating the formation of a library and for labor in managing and making the necessary annual returns; and (2) of a supplement to the reduced Provincial Aid.

Advantages of a Library.

(1) In the case of the consolidation of sections, it would facilitate union, for the library would be an asset to be passed over into the central school library in lieu of so much additional taxes which would otherwise have to be contributed when consolidating.

(2) In rural districts people have a great deal more time to think than in towns or cities as a rule. In fact, one of the disadvantages of the country is the isolation and loneliness. But this

furnishes one of the best conditions for thoughtful reading. Good reading is thus the most convenient panacea for rural loneliness; and the loneliness is the best stimulus for reading which requires thought and develops mind. This element has no doubt something to do with the greater mental power as a rule developed in rural than in urban environments. A small case library of good books in a rural community is likely to be of more value to the development of the country than a whole alcove in a city. A good rural library is a rural university, and the winter evenings can be converted into a respectable university course. In a consolidated school of five or six school sections, each family would on the average be able to obtain by sectional assessment the reading of the best books for less than the one-hundredth part of their cost; their children could exchange the books for them on any day without any extra pilgrimages; and the comparative isolation of the families would give unusual opportunities for the use of the books, with great advantage to the morals of the people during idle times.

Leading Libraries of Nova Scotia.

The following are the leading libraries of a more or less restricted public character, as reported voluntarily up to date:—

Halifax.

Citizens' Free Library	24,000 vols.
Legislative Library	13,000 "
	9,000 pamph.
Aiken's Historical Library	3,000 vols.
Library of Nova Scotian Institute of Science	7,000 "
Military Library	10,000 "
Dalhousie Arts and Science Library	11,000 "
	3,800 pamph.
" Law Library	6,550 vols.
Presbyterian College Library	11,000 "
Cogswell (Medical) "	2,000 "
Nova Scotia Barristers' Society Library	5,458 "
Education Office Library	1,600 "
County Academy Library	1,200 "

Windsor.

King's College Library	12,000 "

Wolfville.

Acadia College Library	13,000 "

Yarmouth.

Milton Library	2,400 "
	30 mo. mag.
County Academy Library	1,291 vols.

TRURO.

Provincial Normal School Library ..... 1,850 "

PICTOU.

County Academy Library ..... 1,250 "

ANTIGONISH.

Library of St. Francis Xavier's College .... 7,000 "

SYDNEY.

Sydney Public Library..... 1,000 "

BADDECK.

Baddeck Public Library ..... 2,500 "

ONTARIO PUBLIC LIBRARIES.

The following figures give at a glance an idea of the magnitude of Ontario public libraries, with the number, expenditure, volumes, and volumes issued, etc, during the year 1900:—

No.		Assets.	Expend.	Volumes.	Volumes Issued.
Not free.....	263	$381,543	$79,150	478,996	724,261
Free	126	642,756	117,305	510,054	1,810,450
Unreported, etc.....	43	.....	.....	.....	.....
Libraries	432	$1,024,299	$196,455	989,050	2,534,711

ONTARIO RURAL SCHOOL LIBRARIES.

Under the new law just promulgated, an annual grant equal to half the amount raised locally, but not exceeding $10, is offered to each rural school, provided the provincial appropriation for the year is not exceeded.

ONTARIO TRAVELLING LIBRARIES.

A series of cases of 50 books each, distinguished by the letters of the alphabet, from A to H (year 1900), are being loaned by the Education Department for six months to centres in the sparsely settled portions of the province.

Rural School Libraries of the U. S. A.

Joseph S. Stewart, in the *Alkahest*, says:—

Arizona gives fifty dollars every year for books for school libraries to every district having one hundred children. California has a district law and makes annual contributions to the libraries. Colorado gives one tenth of a mill school tax to its rural libraries. Illinois allows an amount not to exceed two mills. Indiana one fourth to one third of a mill. Iowa one mill Kentucky two years ago enacted a law allowing the commissioners to use a part of the school fund for libraries, one to be at the commissioners' office, and then as much as ten dollars for each school district if the people would raise ten dollars. As a result, in two years, every county has a local library in the court house, and there is a library for every seven hundred and twenty children in Kentucky, and one book for every ten children. Maryland allows the superintendents to give ten dollars, if the community will raise ten dollars. Massachusetts fifteen dollars if the district will raise fifteen dollars. New Jersey appropriates twenty dollars the first year, and ten dollars each year thereafter. Michigan has it in the constitution that the legislature shall provide for at least one library in every township. Minnesota has a similar law. Missouri passed in 1900 a law allowing the commissioners to withhold five cents for every child enrolled in school, and appropriate that money for a school library if the community would raise an equal amount. Under that law, last year, the commissioner writes me, they spent sixteen thousand dollars for libraries. And he says that there was never money spent that brought a richer return. Kansas, Nebraska, New Hampshire, the Dakotas, Oregon, Pennsylvania and Vermont have district laws. Wisconsin sets aside for district libraries ten cents for every child enrolled. North Carolina passed a law the year before last appropriating five thousand dollars from the State funds to be paid out, ten dollars to every school district that would appropriate ten dollars, and whose citizens would contribute ten dollars. Mr. Joyner, the State Superintendent, told me a few weeks ago, that the five thousand dollars was taken up in three months; that they bought in North Carolina last year two thousand four hundred books for their school libraries, and he said, "we propose to keep that up—five thousand dollars a year—until every school and every boy and girl has access to the best literature of the world."

The State of New York, especially, excels in providing library aids of all kinds for all classes and conditions. To give an idea of the extensive and varied work in this department done under the State university is not possible in the limited space allotted to this report. Enough has been indicated, however, to suggest to our progressive educationists and statesmen, where they can find evidence of the great value attached to education through libraries, note the extensive work already done, and observe the readiness of enlightened governments to appropriate public money liberally for the purpose with the full approval of the people.

Manual Training Schools.

The Manual Training Schools are of two kinds: The one, Mechanic Science, more especially adapted to boys; the other, Domestic Science, more especially adapted to girls. The Education Act provides for the one with the same liberality as the other—a maximum of $600 being allowed to be earned by each school section qualifying under Regulations 72 to 81.

The terms "Mechanic" and "Domestic" Science are given simply as names characteristic of each branch, the work of the former being specified in Regulations 75 to 77, of the latter in Regulations

78 and 79. The general term "Manual Training," including both, connotes the fundamental character of each—the training of the hand and eye—the exact subordination of the muscular power to the guidance of the trained mind, in wood work, metal work, needle work, cooking, etc. The two branches might with equal propriety be called the "Mechanic" and "Domestic" arts, but for their general scientific rather than their technical application.

Their History—Mechanic Science.

Mechanic Science was introduced as an optional subject in 1891 into the Halifax schools.

In 1893 it was introduced into the Provincial Normal School, and was compulsory for both male and female teachers.

In 1900 a maximum grant of $600 to any school section qualifying for it was authorized.

After this, Professor J. W. Robertson, out of the Sir William Macdonald fund, gave a model equipment of a Mechanic Science School and two teachers to Truro which was also in receipt of $1,200 from the province for its Mechanic and Domestic Science Schools.

Mr. T. B. Kidner, of the Macdonald School was then appointed Supervisor of the Provincial Mechanic Science Schools, with the result of having them all equipped on the model of the Macdonald School. His supervision excursions up to date have been at the expense of the Macdonald fund. The main elements of the growth of these schools in 1902, abstracted from table XXII, pages 40 to 43, are as follows :—

Year.	Schools.	Pupils.	Equipment.	Prov. Grant.
1901	3	599	$2,350	$1,403.25
1902	8	1,247	5,031	3,525.30

The schools promise to more than double their number in 1903.

Domestic Science.

Domestic Science was introduced into the Halifax schools by the School Board, as an optional subject, under the charge of Miss Helen Nelson Bell, in the year 1897.

In 1900 it received the same encouragement as the other branch of Manual Training—the possible maximum grant of $600, since limited to $300, lest it should prevent Mechanic Science with its more expensive equipment from being contemporaneously established. Mr. W. R. Campbell, Principal of the Truro Schools and organizer of the Truro School of Domestic Science, was appointed Supervisor of the Domestic Science Schools throughout the pro-

vince, with the result of having them all equipped on the same model. His services have been given to the province free up to date. The main elements of the growth of these schools in 1901, the details of which can be found in Table XXII, pages 40 and 43, are as follows:—

Year.	Schools.	Pupils.	Equipment	Prov. Grant
1901	2	639	$ 450	$1,200.00
1902	5	1,028	1,005	2,413.68

These schools also promise to be much more numerous in 1903.

The full reports of the Supervisors of these schools can be seen on pages 77 and 81 respectively.

On the opposite page is a view of the interior of the Domestic Science room in the new public school erected in Chester, Lunenburg county. Four hundred dollars were raised by the ladies of this town for the equipment of the department, in order to induce the school board to provide a room in the building. A room is also provided, although not yet equipped, for Mechanic Science. A photograph of the school is inserted facing page 89.

Licensed Manual Training Teachers.

The following teachers have been licensed by the Council of Public Instruction under Regulation 209.

Mechanic Science.

1. Nelson H. Gardner,
2. Leslie R. Fairn,
3. Charles Bruce,
4. Alexander Sutherland,
5. Douglas A. Patterson,
6. Vernon W. Messenger,
7. Melford Grant,
8. Gerald A. Boate,
9. Norman L. Cooke,
10. John C. Dawson,
11. Hy. W. Hewitt,
12. Chas. I. McNab,
13. William A. Robinson.

Domestic Science.

1. Helen N. Bell,
2. Bertha Grace Turner,
3. Winifred MacKeand,
4. Annie Bool,
5. Bertha Putnam,
6. Bessie B. Connor,
7. Bessie M. Smith,
8. Cora Peters Archibald,
9. Jean Creelman,
10. Mary E. Sterritt,
11. Minnie MacKenzie.

The Provincial Normal School.

The report of Principal Soloan is given from page 55 to 69. The old Normal School building has been partly renovated and much improved; and the new or Science building has also been

DOMESTIC SCIENCE ROOM, PUBLIC SCHOOL, CHESTER, LUNENBURG CO., N. S., 1902.

improved and still further equipped. The staff of the institution is capable, the work done thorough, and the spirit infused into the students very satisfactory. Students are now being drawn to the well supplied laboratories not only during the summer vacation, but during the brief Christmas vacation.

THE SCHOOL OF AGRICULTURE.

The affiliation of this institution with the Provincial Normal School appears to be so sound in principle, that when Professor Robertson could not economically affiliate his School of Nature Study for teachers to the Normal Schools of Ontario, he placed it in Guelph so as to utilize the advantages of the College of Agriculture. Principal Smith's report is given from page 70 to 76. The co-operation of the Departments of Education and Agriculture which we find in Nova Scotia is not unknown elsewhere, especially in France, where it has proved both economical and effective.

As I suggested in a previous report, the consolidation of the School of Horticulture with this institution would still further utilize the educational energy now employed; and would through the Normal School affiliation create a profounder impression on the province. The school has commenced to organize a greater variety of short courses which farmers and others interested can afford to attend. With the extension of these courses, supplemented by facilities for animal husbandry demonstrations, and aided by able specialists from abroad, several short courses each season promise to be well attended. Very few, if any, of the farmers who attended in the past, appeared to contemplate the probability of a farmer's leaving the farm for a four years' course of study. Nearly all who have taken long continued courses, have eventually left the farm to become teachers of agriculture. It is recommended, therefore, that while the institution might continue to give advanced instruction to those attending continuously or consecutively, the courses should be so correlated with those at Guelph, that the few candidates for an agricultural degree might complete their course in the Ontario college. The few who would be likely to work for a full college course could be more economically aided by creating Provincial scholarships to carry them to Guelph for the completion of their work, than by creating a full college equipment for them here under present conditions.

A sketch of the short courses given last year, including the summer or vacation course of five weeks, with 61 students, is given in Principal Smith's report already referred to, as well as in Principal Soloan's report. Mr. L. C. Harlow did specially good service in this vacation course.

THE BILINGUAL SUMMER CLASS.

Principal Soloan refers, on page 62, to this class. Twenty-six Acadian teachers studied for five weeks in July and August, under Mr. J. Alphonse Benoit, B. A., of the Normal School, with the special view of acquiring the art of teaching French-speaking children to understand and use English colloquially when they first attend school. This work was interesting and appeared to be successful. It will be continued with improvements next year.

THE ACADIAN COMMISSION.

The origin of this bilingual course, which uses the Berlitz or natural method of teaching English to French pupils, is the desire to carry out the recommendations of the Acadian Commission which sat in the month of April, 1902.

On the 18th April, 1902, it was recommended to His Honour the Lieutenant-Governor :—

"That the following gentlemen be appointed as Commis-
"sioners under the provisions of Chapter 12, Revised Statutes
"1900, for the purpose of investigating the best methods
"of teaching English in the schools situate in the French districts
"of the province and generally to make any suggestions to the
"Education Department which would have the effect of bringing
"about greater educational progress in such districts.

"Rev. P. Dagnaud, of Church Point.
"W. E. Maclellan, of Halifax.
"Prof. A. G. Macdonald, of Antigonish.
"Rev. W. M. LeBlanc, of Arichat.
"Alexander McKay, Supervisor of Schools, Halifax.
"Hon. A. H. Comeau, of Meteghan River.
"Rev. A. E. Mombourquette, of East Margaree.
"M. J. Doucet, M. P. P., Grand Etang."

The Commission was promptly appointed, and after examination of witnesses and due deliberation, the following report was made, and afterwards presented to the Council of Public Instruction :—

TO THE HONOURABLE
ALFRED GILPIN JONES,
Lieutenant-Governor of Nova Scotia.

MAY IT PLEASE YOUR HONOUR :

We, the undersigned members of the Commission appointed by your Honour "for "the purpose of investigating the best methods of teaching English in the schools "situated in the French-speaking districts of the Province, and generally to make "any suggestions to the Educational Department which would have the effect of "bringing about greater educational progress in such districts, under the provisions "of Chap. 12, of the Revised Statutes of 1900," beg leave to report as follows :—

Your Commission have devoted twelve long sessions, extending over more than a week to enquiries concerning and the consideration of this highly important subject. They have had before them and carefully examined a number of witnesses from the various parts of the Province coming directly within the scope of their Commission. They have summoned and heard the testimony of expert language-teachers, both English and French. They have listened to and weighed the statements of Government Inspectors having the supervision of French-speaking schools, and of teachers in such schools. They have thoroughly discussed and most faithfully considered the problem set before them in all its bearings.

Their investigations and deliberations have been marked throughout by the greatest harmony and by the conspicuous absence of any mere sectional, partisan or racial spirit. They have been able to reach the conclusions which they are about to submit to your Honour not only unanimously but without friction or unpleasantness of any sort.

The first enquiries of your Commissioners were naturally directed towards determining the relative standing of French and English-speaking schools, with a view to discovering whether the former are being or have been subjected to any considerable disadvantage under our educational system as compared with the latter. All the evidence before your Commissioners goes conclusively to show that, while there is no appreciable difference in intellectual capacity between French and English-speaking pupils or between French and English-speaking districts, the average rate of progress of the former is considerably less than that of the latter. Weighty testimony was forthcoming to show that while this is the case, French-speaking pupils are generally more regular school attendants and often more eager learners than English-speaking pupils in the same Inspectorial Districts.

Your Commissioners have unanimously reached the conclusion, that the French-speaking sections of the Province have been and continue to be at a very serious disadvantage in the matter of education. They believe a measure of that disadvantage to be incident to and inseparable from their position as small French-speaking communities in the midst of larger English-speaking ones. They believe further, however, that a considerable part of that disadvantage is due to misconceptions on the part of more or less incompetent teachers and to lack of understanding on the part of officials and others of the aim and spirit of the school law of the Province and to some extent to certain remediable defects in the School Law and Regulations themselves.

Your Commissioners find that the fundamental error in dealing with the French Schools, which must be held responsible for many of their short-comings, has been the assumption that they must be taught exclusively in English. They find that with startling uniformity and persistency attempts have been made and are being made to educate children from French-speaking homes and with none but French-speaking playmates by means of the English language alone, sometimes from the lips of teachers who can speak nothing but English. They find from the testimony of experts that even were such teachers masters of the most approved modern methods of teaching a foreign language but meagre results could be anticipated from their best efforts under such conditions. They find that with the inexperienced, ill-taught and often otherwise incompetent teachers ordinarily available for employment in such schools the efforts, however conscientious, made to teach the children to speak English are, as might be anticipated, largely a failure. They find also that, while futile attempts to teach them English are thus being put forth, the general education of French-speaking pupils is being more or less seriously or sometimes even totally neglected.

With a view to remedying these defects and redressing serious grievances which they believe should be removed as speedily as possible, your Commissioners have unanimously reached the following conclusions which they submit to your Honour, in the hope that they may be approved by you and by your Council of Public Instruction, and that due effect may be given to them in the future regulations and directions of the Educational Department of the province. Your Commissioners are unanimously of the opinion,—

First, "that English can be best and most effectively taught in the French-speaking school-sections of Nova Scotia by the daily use in speaking and writing of that language, taught according to the most approved methods, from the pupil's first entrance into school, to be followed by the use of the prescribed English readers as

Degree-Conferring Colleges.

Table XXIII.—A, on page 44, gives the statistics of these institutions. The figures may prove misleading to one who assumes that the standards of each institution are equally high. To understand exactly their true significance, a person should have some acquaintance with the institutions at work. But the statistics give the facts of each institution, indicate the number engaged in teaching, and show the number of individuals studying. The University of Kings initiated a movement for the consolidation of the several universities of the Atlantic provinces, but the only one showing signs of reciprocating the sentiment thus far is Dalhousie.

The principal movement in advance this year has been made by the University of Dalhousie, which has organized a new faculty for a School of Mining, and is raising a sum for the endowment of several professorships.

Special Provincial Institutions.

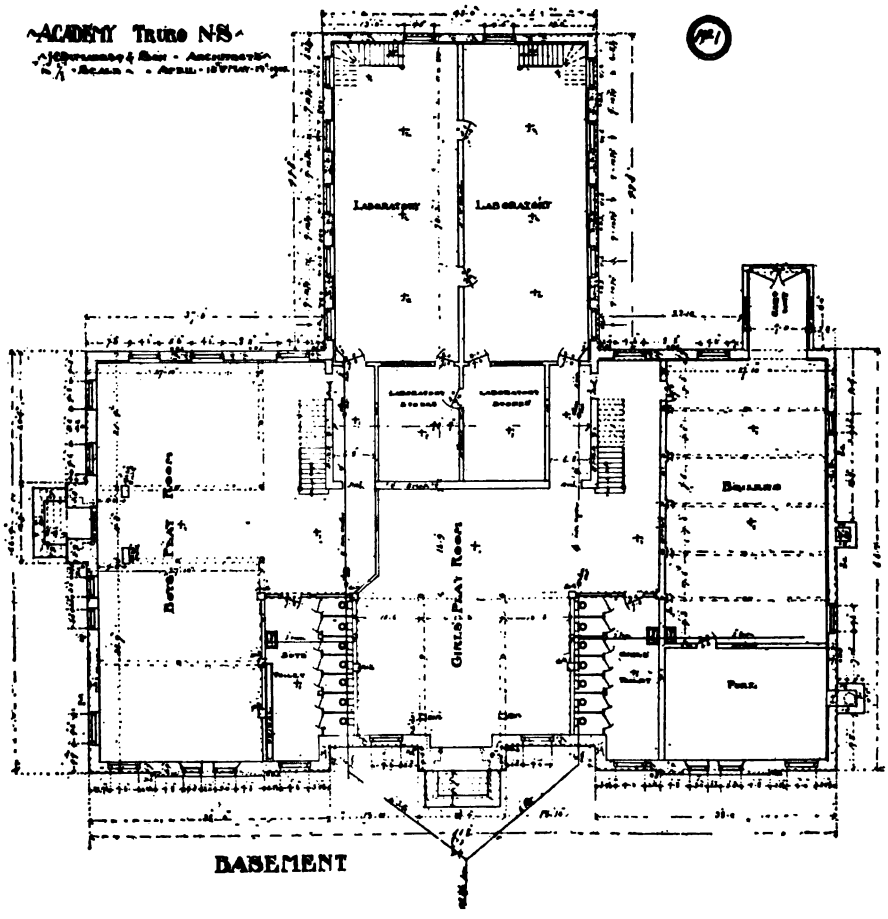
The report on the Institution for the Deaf begins on page 161. From the fourth and fifth columns of the table on page 19, it can be seen to what extent the teachers throughout the province are able to discover pupils which should be sent to this institution, or to the School for the Blind. Stress is laid upon the acquiring of the power of speech in preference to the sign language, as being a more ready medium of communication between the deaf and people generally. Writing is, of course, the medium specially developed.

The report on the Halifax School for the Blind begins on page 165. The institution is now being extended by the erection of a splendid suite of school rooms and accessories. Both of these special provincial institutions are kept up in the most delightfully comfortable, clean, wholesome, and even beautiful manner; so that pupils from the best homes in the provinces are even better off when there than at home.

An Institution for the Feeble-minded Needed.

It often happens, as is pointed out by Principal Fearon on page 164, that pupils are sent to the Institution for the Deaf and Dumb, who are really afflicted with feeble minds, of which deafness, etc., is merely a symptom. Such people cannot be taught effectively with those who are normal except for the deafness. When such children are not received, parents are often not able to understand why they should be rejected—why some attempt should not be made to benefit the child.

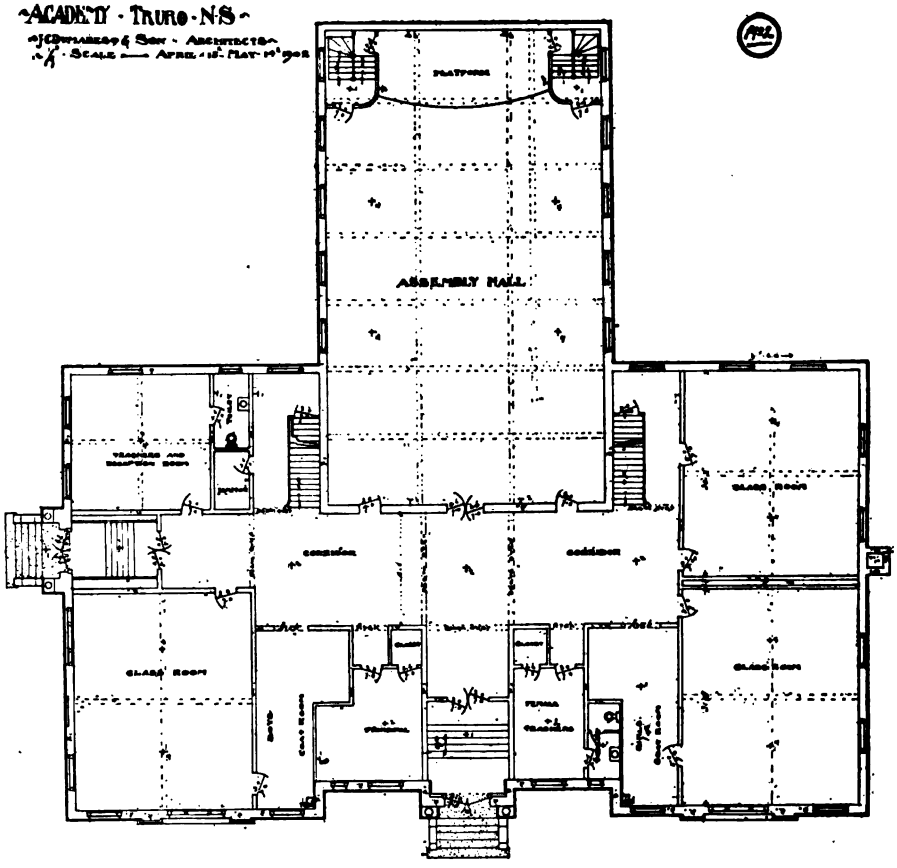
In all progressive countries special provision is made for such children, with the result of enabling a very large percentage to


ACADEMY Truro NS
Laboratory
Laboratory
Boys Play Room
Girls Play Room
Boilers
Fuel
BASEMENT

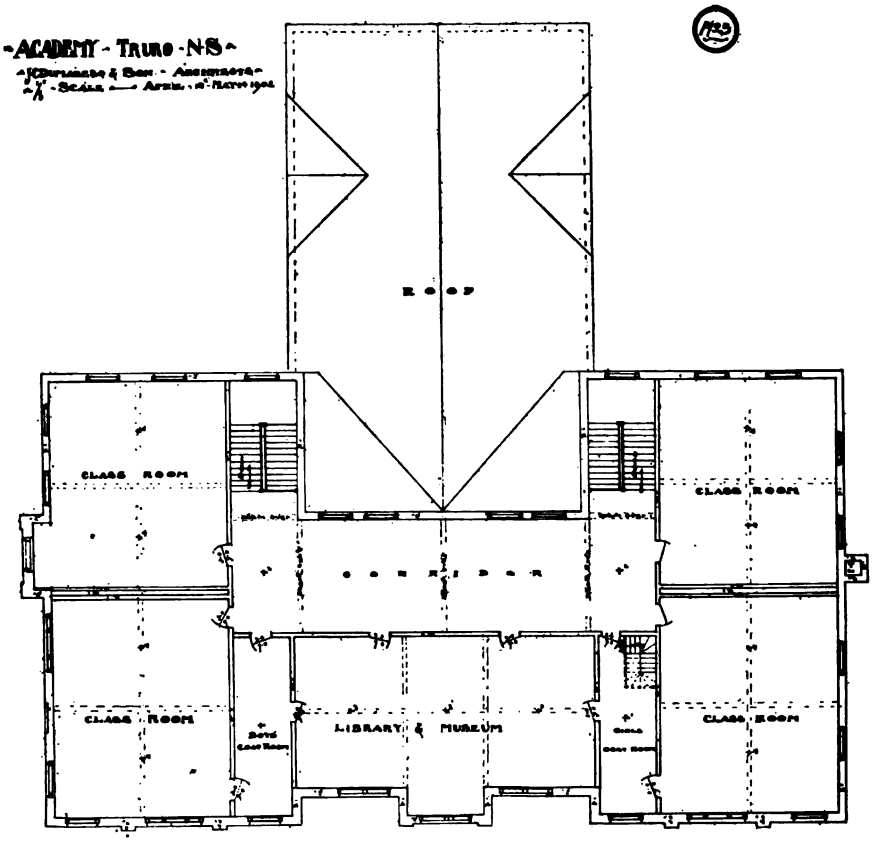
ACADEMY · TRURO · N.S.

J. C. Williams & Son · Architects

Scale — April 15th May 14th 1908



GROUND FLOOR



SECOND FLOOR

earn a fair living and of preventing the fall of nearly all to conditions disastrous to themselves and injurious to society. Special teachers and special methods have to be used with these weak children; and a beginning might be made in a small building, so that the school should develope its special form naturally and economically.

I quote the following paragraph from a late address of Mr. G. W. T. Irving, of the Education office, published under the title: "Building up a Canadian Natienal City." After referring to what the province of Nova Scotia was doing for the blind and deaf, he adds:—

"I wish as much could be said with respect to the care of the "feeble-minded." Throughout the American Union there are quite a number of institutions devoted to the training of these unfortunates. Massachusetts has four—one under control of the State and three under private management. It is claimed that between 30% and 40% of those passing through can be taught to do many things in a mechanical way and to take care of themselves to a certain extent. The remaining 60% or 70% receive some benefit, except those who are hopelessly idiotic. The State school at Waltham had for the year ended 30th Sept., 1899, an average attendance of 605, about one-half of whom were custodial cases. The latter were past the school age and were kept there at the expense of the state, cities or towns. The school has become so crowded that a large property of nearly 2,000 acres in a wild state has been purchased, upon which the older boys and men will find employment of a character suited to their limited mental endowment.

"The superintendent of the school states that besides the 622 inmates under their charge at the end of that year, they had applications on file for the admission of 1,000 additional children. Allowing the intellectual conditions to be about the same in both countries, according to our population we should have at least 300 of these unfortunates in this province. What are we doing for this class? Simply nothing. There is scarcely a locaiity of any size without one or more in it. Many are children of poor and ignorant people; others are waifs, born in poor houses or similar institutions, never having received any parental care. Of the male portion of these, all that is necessary is to give them as good a training as they are capable of receiving, and see that in cases where they have no suitable homes, they are well cared for. Of the females more care is necessary. There is no greater object of pity in any community than the poor, homeless, motherless, simple-minded, young girl, knocked about by an unfeeling world, ready to be made a victim by those searching for such prey. I wish I could sufficiently impress upon all thoughtful people throughout the province, the danger to society of allowing these poor creatures to go at large. We have them with us and should care for them. Besides this, it is our duty to do more, we should see that they be not allowed to project themselves through future generations."

The Inspector of Humane and Penal Institutions of the province, on page 7 of his report on Penal Institutions for 1902, states that we really need:

A place for children who are mentally defective, but who by proper systematic training can be in a sense educated. Nothing of this kind exists in this province, and the idiot and imbecile finds his way to the poor house, to sink lower and lower in the scale af intelligence, whereas, under proper training and instruction, much change for the better might result.

Industrial or Parental Schools.

Another public institution needed is one to which incorrigible youths who have not yet become criminals can be sent. The report

of the Principal of the public schools of Dartmouth makes it clear that the Compulsory Attendance Law fails to stop truancy, probably on account of the repugnance to sending a boy who is merely unmanageable, but not criminal, to herd with older criminals in jail.

At the Provincial Educational Association in 1896, Principal Miller, of Dartmouth, presented the subject to those present, as indicated in my report of that date; and from an estimate made by inspectors and others, it appeared that there might be at least 330 such pupils in the province. As indicated in the extract following, from page 33 of the last mentioned report, the city of Halifax has some provision for such pupils in schools in the charge of licensed teachers, but their statistics have hitherto been lumped in with the ordinary public schools. They cost too much to be utilized by the schools outside of the city. Dr. Sinclair says, on page 7 of the said report:—

What we really need in this Province is provision for three classes of juveniles:—

1st. Children who are wayward and disobedient, who resent parental discipline, or who, having neither parents nor proper guardians, are growing up in an environment which is bad, and which may result in their going astray and coming before the courts for law breaking. For this class it would be sufficient to commit them to a good industrial school in which they could be disciplined, given an education, and even initiated into the rudiments at least of some trade in which they could become proficient elsewhere if necessary.

The 2nd is the provision for the "feeble-minded," already quoted.

3rd. We need for juveniles who have done wrong and fallen into the hands of the law a provision such as I have referred to as existing in Massachusetts and some of the other States by which a first offender may be cautioned and discharged, to be under the eye of a probation officer, who shall help him reform, and aid him in securing some honest employment. If he is tried and sentenced he should be given an indeterminate sentence and sent to proper reformatory till it is clear that he is reformed, and furnished a means of earning a livelihood; or if he proves incorrigible, he should be sent to a penitentiary for life. The age of commitment to a reformatory might be from ten to eighteen years—that is for juvenile offenders. For those of more mature years should be provided another institution where delinquents over eighteen and under thirty years could be received, in which every effort should be made to educate both the physical and moral nature, and where they should remain till it was fairly probable that the character had been reformed, and that evil propensities had been replaced by good.

The 1st class requires an *industrial* or *parental* school; the 3rd class a *Reformatory*. The first is for those who in the natural trend of events would be sure to become criminals; the last for those who have already given way to criminal impulses, but who may be educated into enduring good characters. Quoting from pages 28 and 29 of the report above referred to:—

"During the third quarter of the nineteenth century juvenile reformatories in the United States increased in number from six to thirty-two, and during the last quarter the number went up to ninety-eight. In these there were not less than 25,000 boys and girls; the land and buildings were valued at $20,000,000, and the annual expenditure for their maintenance amounted to $3,800,000! All this from the modest institution opened in New York in 1825. Does it not seem as if the need was a pressing one, well worthy of State aid and support?

"At the last session of our legislature an Act was passed by which lads under sixteen years of age sentenced by the courts must be sent to one or other of the industrial schools in Halifax. For some time it was permitted to do this if the town or municipality to which the boy belonged would pay a certain sum for their maintenance; now it is compulsory, and the government makes a contribution for the support of each youth so sentenced.

Quoting again from pages 33 and 34:—

In Halifax there are three institutions which may be classed under the head of industrial schools doing reformatory work. Two of these receive lads and one girls. All are practically private institutions, deriving their income from contributions of the charitable, from special donations, and from the sale of work done upon the premises. Since the enactment of the legislation to which I have referred, the two institutions to which boys can be sent will be recognized as reformatories and receive from the municipalities and towns to which the sentenced lads belong the sum of sixty dollars for each one committed, and from the province forty dollars—a total of one hundred dollars annually for each sentenced boy.

If the benefit of the indeterminate sentence and the release upon probation can be extended to them, and they can isolate the sentenced boys from the others, introduce regular and systematic trades-learning, and exercise a thorough supervision over all the inmates, there is no reason why better work should not be done in the future than in the past. No doubt, in the near future the Government will see its way to extend to a reformatory for girls the same privileges which it has recently granted those for males.

No one can doubt the desirability of introducing a system by which it will be possible to convert a bad element of our population into a good one, of making respectable self supporting citizens out of materials which under old methods of punishment were almost of necessity bound to become a menace and burden to society.

It may in time appear that the true function of our present industrial schools for boys is rather to care for the waifs and strays than the convicted lads; if so, it will be well to leave the schools to do the work for which they are best fitted and to look to Government to erect and maintain a reformatory to which not only lads and girls under sixteen shall be sent, but which can have a department to which those of more mature years may go. The most celebrated and complete institution of this latter kind, and as well the largest, at least on this continent, is that founded and conducted at Elmira by the State of New York. Here no one is received who is under sixteen or over thirty years of age. So thorough is the system and so successful the management that it is claimed more than eighty per cent. of those who have been sent there have been discharged permanently reformed, changed into useful honest citizens. Compare this with the statement, that of the persons discharged from prisons of the same State, at least eighty per cent. returned to criminal lives and practises! If one contrasts the value to the community of a law-abiding, self-supporting citizen with a criminal dependent, to put it upon no higher ground than a money value, the tremendous advantage of a custodial institution which reforms and only incidentally punishes is surely self-evident. The trend of modern ideas is in the direction of developing the reformatory rather than the punitive idea, and surely we in this Province will fall in line?

Summing up: if our schools for the education of the Blind and and Deaf should be followed up by one for those mentally defective; and if the industrial schools of Halifax should be developed into provincial ones for those uncontrolable, but not yet criminal; and a provincial reformatory be created for youthful criminals, our general system would be very symmetrical and pretty complete.

Other Special Provincial Institutions.

The Victoria School of Art and Design, see pages 176 to 178, is purchasing a building in a suitable location and planning a better equipment.

The Halifax Medical College report appears on page 179 followed by the reports of the Hospitals in which Nurses are being trained and certificated.

A brief report by the director of the School of Horticulture at Wolfville appears on page 184—sufficient to give some idea of the work of Mr. Sears, and to point inquirers to a fuller sketch of the very efficient director's doings at the School and in various parts of the province, which is given in the report of the Secretary for Agriculture.

Educational Institutes.

On page 187 a sketch of the work done at the various educational institutes held during the year begins. This year every quarter of the province has been organized so that Institutes are accessible to all teachers. In Halifax and many of our towns their are local Institutes of teachers regularly meeting for the study of professional subjects and for the advancement of the educational interests of their schools.

The Provincial Educational Association is to meet next year in Truro about the end of August, and the Dominion Educational Association, in Winnipeg about the first week of July.

General.

From the last column of table I it will be seen that 24 school gardens for purposes of instruction are reported.

There were nine Government Night Schools in operation as shown in detail on page 39.

Private schools show no great change. All which were discovered are listed on page 45.

The High School examination results are summed up on pages 46 and 49. The M. P. Q. on page 51.

Under the Department of Works and Mines

the Normal School buildings at Truro were very considerably improved; the Provincial Museum and Science Library, Halifax,

enlarged; and the schools for candidates for certificates in *Coal Mining* and as *Enginemen*, were held during the summer.

Enginemen's	Certificates	granted	on	examination	5
Underground Managers	"	"	"	"	25
Overmen	"	"	"	"	32
Managers	"	"	"	"	6

Empire Day

First established in Nova Scotia, has been brought prominently before all parts of the Empire as a promising school idea, principally through the efforts of Lord Meath, who vigorously corresponded with the colonial and imperial authorities, and forced the discussion of the idea into the public press of Great Britain and Ireland.

Imperial Co-operation in Education.

When the Imperial Government gave us the object lesson of joining with other parts of the Empire in carrying to South Africa the arms of education, we selected our contingent of six from the best of our teachers. From the reports of the educational authorities our representatives have been doing us credit; and our contribution to this form of Empire building is likely to be satisfactory in the highest degree to all concerned.

The Rhodes' Scholarships.

I was asked by Dr. G. R. Parkin, agent of the Trustees of the Rhodes' Will, to procure, if possible, a representative meeting of the educational authorities of Prince Edward Island, New Brunswick, and Nova Scotia, in order to make a start in solving the problem for the continent.

Accordingly, the chief superintendents of education and a representative of each degree-conferring college were invited to Sackville. After a lively but pleasant discussion of a multitude of schemes for three long sessions, the conference in a delightfully compromising spirit finally gravitated to a unanimous conclusion.

1. Dr. Parkin intimated the agreement of the Trustees of the Rhodes' Scholarship Trust to award one scholarship of £300 per annum, to be held for three years, to each province annually, although in the Will itself these provinces were not mentioned; and set forth the general terms on which the twenty-one colleges of the University of Oxford were willing to accept scholars.

2. The conference recommended that the scholarships should be open only to British subjects, graduates or undergraduates of at least two years' standing of degree-conferring colleges or univer-

sities, not over 23 years, or under exceptional conditions 25 years of age; that colleges attaining a certain standard should be entitled to nominate scholars within the territory defined in a rotation determined by the number of undergraduates, each nomination to be accompanied by a full statement of the school and college career of the candidate, including the evidence of qualification in terms of the Rhodes' bequest.

All of which is respectfully submitted.

I have the honor to be,

Your obedient servant,

A. H. MACKAY,

Superintendent of Education.

PART II.

STATISTICAL TABLES.

PUBLIC SCHOOLS, COUNTY ACADEMIES, &c.

TABLE I.—SCHOOL SECTIONS, &c., (GENERAL).

Nova Scotia, Year ended July, 1902.

COUNTY.	Total No. of School Sections.	No of Sections without School any part of the year.	Total No. of Schools in Session during any part of year.	No. of Schools in Session under 50 days.	50 and under 100 days.	100 and under 150 days.	150 and under 200 days.	200 and under full year.	Full year of 216 days.	Average No. of days all Schools were in Session.	No. of Teachers.	No. of Licensed Assistants.	No. of Teachers holding Normal School Diploma.	No. of Pupils registered at School during year	Proportion of Population (census of 1901) at School during year.	No. of School gardens for purposes of instruction.
Annapolis	108	8	125	.....	....	2	8	55	60	207.6	133	.....	60	4438	1 in 4.2	.....
Antigonish	81	13	85	.....	....	....	10	27	48	210.	86	4	18	2957	1 " 4.6	3
Cape Breton	132	37	173	2	6	6	25	123	11	195.7	173	2	73	9159	1 " 5.3	.....
Colchester	124	4	159	.....	1	6	27	105	20	201.7	168	.....	89	5864	1 " 4.2	6
Cumberland	155	4	211	.....	5	3	28	137	38	204.3	225	.....	126	8889	1 " 4.	1
Digby	80	1	110	.....	2	11	10	39	48	200.2	119	1	51	4822	1 " 4.2	.....
Guysboro	94	16	99	1	4	9	12	41	23	190.	90	.....	32	3548	1 " 5.1	1
Halifax City	1	.....	145	.....	....	1	6	4	134	202.7	145	.....	67	7812	1 " 5.2	.....
Halifax County	132	10	159	1	4	6	11	93	44	207.4	164	1	70	7215	1 " 4.6	.....
Hants	96	.....	126	.....	3	3	17	76	27	203.7	140	1	79	4682	1 " 4.2	3
Inverness	140	17	136	.....	6	13	20	63	34	191.	136	1	49	5151	1 " 4.8	.....
Kings	105	3	128	.....	1	6	16	78	27	202.3	136	1	50	5010	1 " 4.4	4
Lunenburg	147	2	180	.....	3	7	22	107	41	201.	186	.....	66	7601	1 " 4.3	1
Pictou	132	6	179	1	3	7	23	135	10	199.5	194	.....	64	6577	1 " 5.1	5
Queens	45	1	61	.....	....	3	4	46	8	204.	63	1	19	2112	1 " 5.1	.....
Richmond	71	15	65	1	2	7	5	36	14	195.4	65	....	24	2782	1 " 4.8	.....
Shelburne	64	1	83	.....	....	3	9	49	22	206.4	89	1	22	3253	1 " 4.3	.....
Victoria	68	13	60	.....	2	1	11	28	18	203.	60	.....	18	2023	1 " 5.2	.....
Yarmouth	75	4	119	.....	....	3		106	4	207.7	120	1	67	5164	1 " 3.9	.....
Total 1902	1850	155	2394	6	42	97	270	1348	631	201.7	2492	14	1044	99059	1 " 4.6	24
" 1901	1848	145	2387	13	39	107	298	1016	914	200.6	2492	5	947	98410	1 " 4 6	.....
Increase	2	10	7	.....	3	....	....	332	....	1.1	....	9	97	649	.....	24
Decrease	.....	.....	.....	7	....	10	28	.....	283	.....	.....	.....	.....	.....	.....	.....

TABLE II.—TEACHERS EMPLOYED (Classification and Analysis).

Nova Scotia, Year ended July, 1902.

County.	Male.							Female.							Total.		
	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class. B.	Second-Class. C	Third-Class. D	Third (Prov.) D	Academic. A (cl. & sc.)	Academic. A (cl.)	Academic. A (sc.)	First-Class. B.	Second-Class. C	Third-Class. D.	Third (Prov.) D	Males.	Females.	Total.
Annapolis	.....	6	.....	11	14	1	.....	.....	.....	.....	29	27	35	10	32	101	133
Antigonish	..	3	1	5	8	10	3	.....	.....	.....	4	22	24	5	30	56	86
Cape Breton	.....	9	.....	8	10	13	1	.....	2	.....	16	53	56	5	41	132	173
Colchester	.....	6	.....	10	6	1	.....	.....	8	1	19	61	59	2	23	145	168
Cumberland	.....	2	2	9	11	1	.....	.....	.....	1	43	82	73	1	25	200	225
Digby	.....	3	.....	8	5	4	2	.....	.....	.....	14	31	42	10	22	97	119
Guysboro	.....	.....	2	6	4	5	3	.....	.....	.....	7	23	36	4	20	70	90
Halifax City	1	7	1	6	3	.....	1	.....	4	.....	50	70	2	.....	19	126	145
Halifax County	.....	1	.....	4	7	3	.....	.....	3	.....	19	68	55	4	15	149	164
Hants	.....	2	.....	4	7	.....	.....	.....	1	.....	31	53	36	6	13	127	140
Inverness	.....	2	1	8	23	29	5	.....	.....	.....	2	18	38	10	68	68	136
Kings	.....	2	1	9	6	3	.....	.....	5	.....	29	46	27	8	21	115	136
Lunenburg	.....	4	1	2	7	4	.....	.....	1	1	23	52	88	3	18	168	186
Pictou	1	7	2	5	12	8	3	.....	1	.....	25	76	48	6	38	156	194
Queens	.....	1	.....	1	2	1	.....	.....	.....	.....	8	21	28	1	5	58	63
Richmond	.....	1	.....	4	12	13	2	.....	.....	.....	3	7	19	4	32	33	65
Shelburne	.....	2	.....	4	8	7	.....	.....	.....	.....	12	28	27	1	21	68	89
Victoria	.....	.....	1	1	8	10	1	.....	.....	.....	5	9	20	5	21	39	60
Yarmouth	.....	2	4	11	1	3	.....	.....	.....	3	21	47	25	3	21	99	120
Total 1902	2	60	16	116	154	116	21	.....	20	6	360	794	739	88	485	2007	2492
" 1901	2	62	15	122	166	126	47	.....	21	4	300	737	750	140	540	1952	2492
Increase	.....	.....	1	.....	.....	.....	.....	.....	.....	2	60	57	.....	.....	.....	55	.....
Decrease	.....	2	.....	6	12	10	26	.....	1	.....	.....	.....	11	52	55	.....	.....

TABLE II.—TEACHERS EMPLOYED, (CLASSIFICATION AND ANALYSIS)—*Continued.*

Nova Scotia, Year ended July, 1902.

County.	Licensed Ass'ts.					Total Period of Service.										
	Males.	Females.	New Teachers.	Old Teachers, but new to Section.	Teachers continued in the same section as previous year.	No. whose total service as teachers was one year or under.	Over one and up to two years.	Over two and up to three years	Over three and up to four years.	Over four and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	.....	.....	31	59	43	31	13	14	14	13	21	14	4	3	4	2
Antigonish	4	.....	17	35	34	17	10	8	7	4	8	6	10	7	5	4
Cape Breton	.....	2	21	76	76	42	23	10	14	9	15	19	18	10	11	2
Colchester	.....	.....	38	86	44	70	23	19	12	8	13	10	8	2	2	1
Cumberland	.....	.....	42	109	74	90	29	15	17	16	22	14	13	4	5	....
Digby	.....	1	22	56	41	22	21	20	9	5	13	4	10	8	4	3
Guysboro	.....	.....	12	57	21	12	19	14	7	8	11	12	.....	3	3	1
Halifax City	.....	.....	2	4	139	6	8	9	6	6	15	11	31	21	23	9
Halifax County	.....	1	29	73	62	76	17	12	9	7	11	11	12	5	4	....
Hants	.....	1	21	74	45	24	20	19	17	12	10	16	14	3	5	....
Inverness	.....	1	31	70	35	45	20	11	5	10	6	12	10	9	7	1
Kings	.....	1	24	66	46	24	18	12	13	10	28	10	12	6	3	....
Lunenburg	.....	.....	29	76	81	34	29	16	17	18	17	30	14	9	2	....
Pictou	.....	.....	28	85	81	59	27	14	14	9	20	23	16	2	8	2
Queens	.....	1	10	27	26	16	6	3	12	3	6	9	6	2	.....	....
Richmond	.....	.....	9	37	19	21	6	10	7	3	2	4	8	2	2	....
Shelburne	.....	1	17	42	30	17	16	12	13	3	6	9	6	3	2	2
Victoria	.....	.....	14	29	17	18	6	6	5	13	5	2	2	.....	1	2
Yarmouth	.....	1	19	38	63	19	13	15	13	8	11	14	10	11	5	1
Total 1902	4	10	416	1099	977	643	324	239	211	165	240	230	204	110	96	30
" 1901	1	4	466	967	1059	658	310	244	198	163	241	235	213	115	84	31
Increase	3	6	.....	132	.....	.....	14	.....	13	2	.....	.....	.....	.....	12	....
Decrease	.....	.....	50	.....	82	15	.....	5	.....	.....	1	5	9	5	.....	1

TABLE III.—TEACHERS EMPLOYED, (ANALYSIS OF ACADEMIC, FIRST AND SECOND CLASSES)—*Continued.*

Nova Scotia, Year Ended July, 1902.

County.	Class C.—Males.									Class C.—Females.								
	Service one year or under.	Over one and up to three years.	Over three and up to five yrs.	Over five and up to seven yrs.	Over seven and up to ten yrs.	Over ten and up to fifteen yrs.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years.	Over three and up to five years	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	4	2	4	2	....	....	1	1	....	5	5	4	6	5	1	1	....	....
Antigonish	....	2	....	....	....	1	3	1	1	4	4	1	2	4	5	1	1	....
Cape Breton	1	2	3	....	1	1	1	1	....	9	6	6	8	8	4	5	6	1
Colchester	5	....	1	....	....	....	....	....	....	25	9	11	5	3	6	1	1	....
Cumberland	4	2	2	1	2	....	....	....	....	25	19	13	7	9	4	3	2	....
Digby	1	....	2	....	....	1	....	....	1	4	10	5	2	3	4	1	1	1
Guysboro	....	....	....	1	1	....	1	....	1	1	7	6	3	5	....	....	1	....
Halifax City	....	1	1	....	....	....	....	1	....	4	7	4	7	5	16	10	14	3
Halifax County	3	3	1	....	....	....	....	....	....	25	8	6	7	9	9	2	2	....
Hants	2	3	....	1	....	....	1	....	....	7	16	10	1	5	10	2	2	....
Inverness	3	6	1	3	2	2	2	4	....	4	3	5	....	3	2	1	....	....
Kings	2	2	1	1	....	....	....	....	....	6	7	10	3	7	9	2	2	....
Lunenburg	1	4	....	1	1	....	....	....	....	9	8	12	6	8	5	4	....	....
Pictou	2	5	2	....	....	2	....	....	1	18	10	10	12	11	11	....	4	....
Queens	1	....	....	1	....	....	....	....	....	1	3	7	3	3	4	....	....	....
Richmond	4	1	2	....	....	3	1	1	....	2	4	....	....	1	....	....	....	....
Shelburne	....	5	1	....	1	....	....	....	1	2	9	4	2	4	3	2	2	....
Victoria	1	2	....	2	....	1	....	1	1	4	2	2	....	1	....	....	....	....
Yarmouth	....	....	....	1	....	....	....	....	....	8	11	6	3	5	6	8	....	....
Total 1902	34	40	21	14	8	11	10	10	6	163	148	122	77	99	99	43	38	5
" 1901	41	43	17	11	14	16	11	10	3	109	137	111	90	109	97	45	31	8
Increase	....	....	4	3	....	....	....	....	3	54	11	11	....	....	2	....	7	....
Decrease	7	3	....	....	6	5	1	....	....	....	....	....	13	10	....	2	....	3

TABLE III.—TEACHERS EMPLOYED, (ANALYSIS OF ACADEMIC, FIRST AND SECOND CLASSES)—*Continued.*

Nova Scotia, Year ended July 1902.

County.	Class B.—Males.									Class B.—Females.								
	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years.	Over three and up to five years.	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty add up to thirty years.	Over thirty years.
Annapolis	3	1	1	2	2	1	.....	1	....	7	6	5	6	3	.....	1	.....	1
Antigonish	.....	.....	.....	.....	1	1	1	1	1	1	2	.....	.....	.....	.....	.....	.....	1
Cape Breton	2	1	.....	1	1	1	.....	1	1	4	4	1	.....	1	4	2	.....	....
Colchester	1	5	2	.....	1	.....	.....	1	....	2	7	2	4	3	1	.....	.....	....
Cumberland	3	3	1	.....	.....	1	.....	1	....	11	9	7	6	3	6	1	.....	....
Digby	.....	4	.....	2	.....	1	1	.....	....	.....	5	2	3	1	1	2	.....	....
Guysboro	1	1	1	.....	1	.....	1	1	....	1	.....	2	3	1	.....	.....	.....	....
Halifax City	.....	2	1	.....	.....	.....	1	1	1	1	6	4	8	2	11	10	6	2
Halifax County	2	1	.....	.....	1	.....	.....	.....	....	4	2	5	4	2	1	1	.....	....
Hants	.....	3	1	.....	.....	.....	.....	.....	....	.....	3	7	9	4	6	1	1	....
Inverness	1	.....	1	.....	1	.....	1	3	1	1	1	.....	.....	.....	.....	.....	.....	....
Kings	1	1	2	2	.....	1	2	.....	....	1	8	6	12	.....	2	.....	.....	....
Lunenburg	1	.....	.....	.....	1	.....	.....	.....	....	8	1	2	4	6	1	1	.....	....
Pictou	.....	2	1	.....	.....	.....	.....	1	1	4	6	3	1	8	1	1	1	....
Queens	1	.....	.....	.....	.....	.....	.....	.....	....	1	.....	2	2	1	1	1	.....	....
Richmond	1	.....	.....	.....	2	.....	.....	1	....	.....	1	.....	.....	.....	2	.....	.....	....
Shelburne	.....	.....	1	.....	1	.....	1	1	....	1	5	3	2	.....	1	.....	.....	....
Victoria	.....	.....	.....	.....	.....	.....	.....	.....	1	.....	1	.....	4	.....	.....	.....	.....	....
Yarmouth	1	2	4	1	2	.....	1	.....	....	2	6	5	1	2	2	2	1	....
Total 1902	18	26	16	8	14	6	9	13	6	49	73	56	69	37	40	23	9	4
Total A. & B. 1902	20	40	30	17	18	22	15	22	10	52	79	60	74	40	42	24	10	5
Total 1901	23	40	24	23	15	25	15	24	12	44	64	69	48	34	30	28	8	5
Increase	.....	.....	6	.....	3	.....	.....	.....	....	8	15	.....	26	6	12	1	2	....
Decrease	3	.....	.....	6	.....	3	.....	2	2	.....	.....	9	.....	.....	.....	.....	.....	....

TABLE III.—TEACHERS EMPLOYED, (ANALYSIS OF ACADEMIC, FIRST AND SECOND CLASSES)—*Continued.*

Nova Scotia, Year Ended July, 1902.

County.	Class C.—Males.									Class C.—Females.								
	Service one year or under.	Over one and up to three years.	Over three and up to five yrs.	Over five and up to seven yrs.	Over seven and up to ten yrs.	Over ten and up to fifteen yrs.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.	Service one year or under.	Over one and up to three years.	Over three and up to five years	Over five and up to seven years.	Over seven and up to ten years.	Over ten and up to fifteen years.	Over fifteen and up to twenty years.	Over twenty and up to thirty years.	Over thirty years.
Annapolis	4	2	4	2	....	....	1	1	....	5	5	4	6	5	1	1	....	....
Antigonish	....	2	....	....	....	1	3	1	1	4	4	1	2	4	5	1	1	....
Cape Breton	1	2	3	....	1	1	1	1	....	9	6	6	8	8	4	5	6	1
Colchester	5	....	1	....	....	....	....	....	....	25	9	11	5	3	6	1	1	....
Cumberland	4	2	2	1	2	....	....	....	....	25	19	13	7	9	4	3	2	....
Digby	1	....	2	....	....	1	....	....	1	4	10	5	2	3	4	1	1	1
Guysboro	....	....	....	1	1	....	1	....	1	1	7	6	3	5	....	....	1	....
Halifax City	....	1	1	....	....	....	....	1	....	4	7	4	7	5	16	10	14	3
Halifax County	3	3	1	....	....	....	....	....	....	25	8	6	7	9	9	2	2	....
Hants	2	3	....	1	....	....	1	....	....	7	16	10	1	5	10	2	2	....
Inverness	3	6	1	3	2	2	2	4	....	4	3	5	....	3	2	1	....	....
Kings	2	2	1	1	....	....	....	....	....	6	7	10	3	7	9	2	2	....
Lunenburg	1	4	....	1	1	....	....	....	....	9	8	12	6	8	5	4	....	....
Pictou	2	5	2	....	....	2	....	....	1	18	10	10	12	11	11	....	4	....
Queens	1	....	....	1	....	....	....	....	....	1	3	7	3	3	4	....	....	....
Richmond	4	1	2	....	....	3	1	1	....	2	4	....	....	1	....	....	....	....
Shelburne	....	5	1	....	1	....	....	....	1	2	9	4	2	4	3	2	2	....
Victoria	1	2	....	2	....	1	....	1	1	4	2	2	....	1	....	....	....	....
Yarmouth	....	....	....	1	....	....	....	....	....	8	11	6	3	5	6	8	....	....
Total 1902	34	40	21	14	8	11	10	10	6	163	148	122	77	99	99	43	38	5
" 1901	41	43	17	11	14	16	11	10	3	109	137	111	90	109	97	45	31	8
Increase	....	....	4	3	....	....	....	....	3	54	11	11	....	....	2	....	7	....
Decrease	7	3	....	....	6	5	1	....	....	....	....	....	13	10	....	2	....	3

TABLE IV.—ATTENDANCE, (QUARTERS).

Nova Scotia, Year ended July, 1902.

County.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total on register at end of quarter.	Average daily attendance.	Percentage of pupils enrolled in daily attendance.	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce	Total on register at end of quarter.	No. attended during quarter.	Average daily attendance.	Percentage of those attended during qtr. in daily atten'ce
Annapolis	3707	2531.1	68.3	4035	2639	2356.9	64.8	4194	3634	2391.6	65.8	4438	3591	2453.3	68.3
Antigonish	2422	1563.1	64.5	2657	2449	1434.8	58.6	2778	2351	1557.4	66.3	2971	2456	1567.3	63.8
Cape Breton	6229	3792.9	61.6	7965	7146	4516.1	59.7	8817	7331	4731.8	64.	9159	7666	4994.9	63.5
Colchester	4954	3436.2	69.3	5320	4940	3255.8	65.9	5511	4728	3127.7	66.1	5864	4800	3393.	70.6
Cumberland	7457	4875.5	65.3	7987	7194	4349.1	60.4	8313	6977	4540.6	65.	8889	7219	4961.	68.7
Digby	3954	2799.1	71.	4302	3912	2564.4	66.	4593	4016	2709.1	67.8	4822	3801	2603.6	68.7
Guysboro	2643	1643.3	62.2	3138	2912	1821.6	62.6	3335	2957	1850.8	62.6	3465	2706	1723.9	63.7
Halifax City	7041	5411.6	76.8	7332	7026	4767.1	67.8	7504	6903	5144.5	74.5	7812	7161	5587.2	78.1
Halifax County	5738	4025.7	70.1	6358	5952	3975.6	66.7	6635	6015	3681.2	61.	7215	6025	3962.8	65.7
Hants	3897	2805.9	71.	4224	3860	2569.1	66.5	4357	3675	2438.3	66.3	4682	3800	2710.7	70.8
Inverness	3660	2267.6	62.	4278	3708	2295.3	61.9	4798	4138	2526.5	61.1	5151	4125	2530.	60.1
Kings	3753	2420.1	64.4	4392	3953	2586.8	65.4	4590	3952	2520.7	63.7	5010	3699	2543.1	68.7
Lunenburg	5947	4137.4	69.6	6985	6476	4411.3	68.1	7198	6416	4142.9	64.6	7498	5865	4017.9	68.5
Pictou	5586	4000.5	65.9	6066	5561	3730.8	62.3	6261	5422	3570.3	60.8	6617	5429	3742.	65.6
Queens	1812	1353.4	72.5	1930	1820	1295.6	67.3	1990	1768	1221.7	63.3	2104	1751	1258.9	68.8
Richmond	2308	1473.4	61.3	2455	2133	1276.4	61.7	2546	2130	1307.6	63.	2668	2106	1276.9	60.2
Shelburne	2795	1985.3	71.	2991	2751	1861.6	67.6	3098	2730	1834.4	67.	3230	2643	1837.5	69.5
Victoria	1531	969.1	63.3	1808	1661	1000.8	60.	1894	1575	998.8	63.4	2023	1541	955.3	62.
Yarmouth	4312	3180.3	74.1	4740	4478	3286.	73.4	4927	4427	3110.9	70.4	5149	4338	3214.5	74.1
Total 1902	79746	54671.5	68.5	88963	81571	53355.1	65.4	93933	81145	53407.2	65.8	98767	80722	55333.8	68.5
" 1901	78227	54596.8	69.7	88476	80598	50172.1	62.2	91518	78049	50442.7	64.6	96774	79187	52810.4	66.6
Increase	1519	74.7	.....	487	973	3183.	3.2	2415	3096	2964.5	1.2	1993	1535	2523.4	1.9
Decrease	.....	.....	1.2	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE V.—ATTENDANCE, (Semi-Annual and Annual)

Nova Scotia, Year ended July, 1902.

County.	Half Years.				Whole School Year.					
	Days taught first half year	Days taught second half year.	Total days' attendance first half year.	Total days' attendance second half year.	Rectified annual enrolment.	Total days' attendance, whole year.	Daily present on an average.	Percentage of annual enrolment, daily present.	Average of quarterly percentages of attendance	Rectified total days' attendance for whole year.
Annapolis	12973.	12972.5	258968.	256593.	4438	515581	2436.2	54.9	65.3	515581
Antigonish	8631.	9198.	154032.	166415.	2957	320447	1519.7	51.4	63.3	320447
Cape Breton	16030.	17837.	627152.	503293.	9159	1130445	4867.	53.1	63.4	1130445
Colchester	16075.	15896.	350758.	343640.	5864	694398	3376.4	57.6	67.9	694398
Cumberland	21360.5	21754.5	505195.	502043.	8889	1007238	4711.1	53.	64.8	1007238
Digby	10833.5	11186.	281425.5	275589.5	4822	557015	2752.6	57.1	65.2	557015
Guysboro	8187.	8893.	173942.	192168.	3548	366110	1894.	53.4	62.8	366110
Halifax City	14212.5	15481 5	491556.5	560716.5	7812	1052273	5266.3	67.5	74.3	1052273
Halifax County	15420.5	15725.5	408950.5	412057.5	7215	821008	3958.5	54.8	65.9	821008
Hants	12785.	12883.	283921.	266965.	4682	550886	2683.	57.3	65.7	550886
Inverness	12823.5	13879.	233520.	265928.	5151	499448	2591.	50.3	60.2	499448
Kings	12921.5	12970.	262114.	267811.	5010	529925	2505.	50.	60.5	529925
Lunenburg	18548.	18175.	433576.	433452.	7601	867028	4250.	54.5	63.9	867028
Pictou	17868.	17785.	397291.	380889.	6577	778180	3794.2	54.4	63.9	778180
Queens	6237.	6221.	136411.	131494.	2112	267905	1292.7	58.5	70.2	267905
Richmond	6152.	6549.	143242.	138301.	2782	281543	1437.2	51.5	61.5	281543
Shelburne	8689.	8439.	203013.	195379.	3253	398392	1891.4	57.2	68.8	398392
Victoria	5926 5	6171.	100083.	102274.	2023	202357	1011.5	50.	61.3	202357
Yarmouth	12311.5	12407.	343514.	329034.	5164	672568	3200.1	62.3	73.	672568
Total 1902	237485.	244423.	5788684.5	5724062.5	99059	11512747	55437.9	55.9	65.3	11512747
" 1901	237297.	242451.5	5366764.5	5396886.5	98410	10763651	53643.5	54.5	63.9	10763651
Increase	188.	1971.5	421920.	327176.	649	749096	1794.4	1.4	1.4	749096
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS.

Nova Scotia, Year ended July, 1902.

County.	No. on Register whose attendance during the year was						Analysis of Annual Enrolment.				
	Less than 20 days.	20 to 49 days.	50 to 99 days.	100 to 149 days.	150 to 199 days.	200 days and over.	Under 5 years of age.	Over 5 and under 15.	15 years and over.	No. of Boys.	No. of Girls.
Annapolis	380	598	829	945	1423	263	78	3811	549	2273	2165
Antigonish	276	428	674	697	808	74	59	2552	346	1555	1402
Cape Breton	864	1388	1936	2237	2448	286	114	8581	464	4621	4538
Colchester	427	711	1127	1272	1983	344	221	5032	611	2975	2889
Cumberland	803	1283	1793	1856	2739	415	187	7980	722	4563	4326
Digby	350	709	1042	971	1405	345	120	4324	378	2447	2375
Guysboro	439	561	811	758	837	142	117	3242	189	1734	1814
Halifax City	345	641	948	1763	3932	183	202	7090	520	3940	3872
Halifax County	527	1097	1344	1562	2305	380	232	6614	369	3663	3552
Hants	318	670	873	972	1533	316	97	4171	414	2379	2303
Inverness	622	895	1278	1028	1082	246	141	4539	471	2746	2405
Kings	526	793	1102	1174	1228	187	109	4275	626	2530	2480
Lunenburg	570	1120	1471	1652	2402	386	186	6948	467	3872	3729
Pictou	419	841	1197	1511	2341	268	85	5814	678	3318	3259
Queens	120	225	347	444	808	168	57	1908	147	1061	1051
Richmond	321	436	701	565	643	116	51	2568	163	1377	1405
Shelburne	209	428	568	684	1066	298	77	2929	247	1591	1662
Victoria	213	285	475	523	458	69	56	1765	202	1019	1004
Yarmouth	243	567	868	1093	1901	492	131	4680	353	2583	2581
Total 1902	7972	13676	19384	21707	31342	4978	2320	88823	7916	50247	48812
" 1901	9070	15340	19947	21173	29199	3681	2135	88430	7845	49768	48642
Increase	.....	.....	.....	534	2143	1297	185	393	71	479	170
Decrease	1098	1664	563	.....	.....	.....	.....	.....	.....	.....	.....

TABLE VI.—STATISTICS OF ATTENDANCE, ENROLMENT AND SPECIAL SUBJECTS—(*Continued*).

Nova Scotia, Year ended July, 1902.

County.	No. taking Special Subjects in Common School Grades.								
	Agriculture.	Wood or Metal Work.	Domestic Science.	Needle Work.	Short-hand.	"Evening" School pupils.			No. taking these special subjects only.
Annapolis	1								
Antigonish		150	6	6	8				
Cape Breton				230			*1016		
Colchester	199	194	225						
Cumberland									
Digby									
Guysboro	28								
Halifax City	138	196	184	2409	41		†110	**94	
Halifax County				72					
Hants	10				3		‡20	‡‡7	
Inverness				15					1
Kings		44							
Lunenburg		187	263	49					
Pictou	5	56					‡5		
Queens	1								
Richmond				22					
Shelburne	2	8							10
Victoria									
Yarmouth		117							
Total 1902	384	952	678	2803	52				11

*Music. †Military Drill. ‡Card-board. **Paper folding. ‡‡Clay Modeling.

TABLE VII.—CLASSIFICATION OF PUPILS

Nova Scotia, Year ended July, 1902.

County.	No. of Pupils in each Grade during the Year.													
	Kindergarten.		I.		II.		III.		IV.		V.		VI.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	.....	.....	362	323	306	234	246	206	254	225	257	212	243	193
Antigonish	7	3	267	248	194	168	166	169	200	173	167	133	189	200
Cape Breton	77	68	1204	999	775	648	644	602	616	572	455	447	281	330
Colchester	43	39	493	396	415	300	354	339	328	306	376	320	275	262
Cumberland	.....	.....	1135	979	637	566	584	557	592	547	510	430	439	376
Digby	.....	.....	575	527	385	350	317	299	380	318	236	244	195	190
Guysboro	12	19	372	386	285	216	225	241	197	214	208	185	155	185
Halifax City	41	131	1081	818	613	478	431	473	534	464	352	387	343	378
Halifax County	39	51	761	557	526	490	469	468	436	418	402	379	342	323
Hants	.....	.....	4 '4	348	349	290	314	249	281	307	303	209	196	199
Inverness	.....	.....	581	512	396	324	389	309	350	283	263	262	215	245
Kings	.....	.....	465	369	287	234	194	220	314	279	258	249	247	202
Lunenburg	18	24	789	605	606	464	513	481	572	515	478	430	306	344
Pictou	5	.....	508	442	397	422	413	377	400	386	335	295	283	266
Queens	17	14	203	175	168	135	139	131	140	130	117	113	85	81
Richmond	.....	.....	390	412	226	209	162	156	193	200	117	105	103	117
Shelburne	5	9	312	253	264	245	238	216	205	204	189	177	137	145
Victoria	.....	.....	217	191	138	130	130	133	123	136	88	113	108	85
Yarmouth	.....	.....	626	570	426	392	350	348	349	308	279	252	186	209
Total, 1902	264	358	10765	9110	7893	6295	6278	5974	6464	5985	5390	4942	4328	4830

TABLE VII.—CLASSIFICATION OF PUPILS—(*Continued*).

Nova Scotia, Year ended, July, 1902.

County.	No. of Pupils in each Grade during the Year.											
	VII.		VIII.		IX.		X.		XI.		XII.	
	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.	Boys.	Girls.
Annapolis	170	195	190	197	160	215	58	108	27	56	.....	1
Antigonish	152	155	74	82	46	32	42	21	23	10	28	8
Cape Breton	220	305	232	277	112	190	19	59	16	11	.....	.....
Colchester	228	249	213	241	155	246	58	113	32	63	5	15
Cumberland	279	267	196	217	105	237	61	103	25	47	.....	.....
Digby	130	177	121	113	65	115	22	31	21	11	.....	.....
Guysboro	127	128	93	115	44	78	13	38	3	14	.....	.....
Halifax City	277	264	123	242	71	115	36	70	38	52	.....	.....
Halifax County	320	347	228	294	99	165	40	44	1	16	.....	.....
Hants	206	217	156	188	103	174	28	89	18	38	1	.....
Inverness	247	201	197	127	69	108	27	29	12	5	.....	.....
Kings	287	282	195	220	185	235	65	128	31	58	2	4
Lunenburg	298	339	181	235	72	165	26	85	13	42	.....	.....
Pictou	318	296	339	340	188	279	62	111	42	41	28	4
Queens	93	96	59	75	24	56	11	32	5	13	.....	.....
Richmond	86	88	56	55	27	42	10	17	7	4	.....	.....
Shelburne	104	131	66	111	40	103	17	44	12	24	2	.....
Victoria	83	93	85	71	37	36	7	15	3	1	.....	.....
Yarmouth	139	141	133	171	69	102	17	53	9	35	.....	.....
Total 1902	3764	3971	2937	3371	1671	2693	619	1185	338	536	66	32

TABLE VIII.—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE IX).

Nova Scotia, Year ended July, 1902.

County.	English.	Latin.	French.	History.	Geography.	Algebra.	Geometry.	Arithmetic.	Book-keeping.	Short-hand.	Drawing.	Botany.	Physics.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking partial High School Course.	Total of High School Grade.
Annapolis	351	13	6	346	356	313	289	372	354	....	325	269	289	5	....	....	141	....	235	140	375
Antigonish	78	38	38	78	78	77	78	78	78	1	78	77	75	1	25	8	15	....	77	1	78
Cape Breton	296	59	35	295	297	299	293	302	290	3	283	281	271	....	....	....	37	6	254	48	302
Colchester	380	106	42	386	388	383	368	392	383	....	374	364	369	110	34	59	95	3	334	67	401
Cumberland	337	64	72	332	337	330	324	342	330	....	327	307	320	17	....	....	93	....	282	60	342
Digby	164	6	21	161	164	159	149	178	161	....	155	130	132	1	....	....	63	....	114	66	180
Guysboro	113	28	5	105	114	109	97	118	112	....	104	88	92	7	....	....	20	....	79	43	122
Halifax City	186	106	121	186	186	185	186	186	184	....	71	151	151	....	3	25	41	53	186	....	186
Halifax County	239	20	7	215	214	238	227	236	245	....	216	163	216	....	....	....	25	....	178	86	264
Hants	258	10	28	261	267	258	228	274	268	....	257	198	198	4	....	....	105	7	187	90	277
Inverness	177	2	29	177	177	177	177	177	177	....	177	177	177	....	....	....	....	....	177	....	177
Kings	379	39	24	391	301	328	324	404	390	....	320	283	316	1	....	....	168	....	242	178	420
Lunenburg	218	37	6	218	225	214	205	235	225	....	211	187	185	1	14	60	76	....	167	70	237
Pictou	448	51	69	450	456	447	451	446	433	....	451	433	407	3	17	....	43	9	384	83	467
Queens	77	12	17	79	80	79	77	80	76	....	77	70	72	1	....	....	39	....	57	23	80
Richmond	69	8	28	69	68	69	69	69	68	..	67	64	65	....	....	....	7	....	64	5	69
Shelburne	137	14	2	140	141	142	134	143	138	....	133	122	124	....	....	....	101	....	118	25	143
Victoria	73	....	....	73	73	73	73	73	73	....	73	73	73	....	....	....	....	....	73	....	73
Yarmouth	171	11	40	167	168	167	151	169	161	....	157	126	137	....	17	....	46	6	129	42	171
Total 1902	4151	624	590	4129	4090	4047	3900	4274	4146	4	3956	3563	3669	151	110	152	1115	84	3337	1027	4364
" 1901	4086	720	425	4069	4180	3818	3746	4213	4024	....	3888	3429	3426	....	....	....	....	....	3130	1331	4461
Increase	75	....	165	60	....	229	154	61	122	....	68	134	243	....	....	....	....	....	207	....	....
Decrease	....	96	....	....	90	....	....	....	....	....	....	....	....	....	....	....	....	....	....	304	97

TABLE IX.—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE X).

Nova Scotia, Year ended July, 1902.

COUNTY.	English.	Latin.	Greek.	French.	German.	History.	Geography.	Algebra.	Geometry.	Arithmetic.	Book-keeping.	Short-hand.	Drawing.	Chemistry.	Agriculture.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking partial High School Course.	Total of High School Grade.
Annapolis	158	9	....	9	1	153	157	153	150	160	162	....	150	144	127	..	....	59	....	133	33	166
Antigonish	63	41	1	40	....	62	63	61	56	63	63	7	27	59	10	37	15	8	...	60	3	63
Cape Breton	78	18	....	9	6	78	78	78	77	78	73	3	74	76	43	.....	....	7	5	74	4	78
Colchester	162	63	17	23	2	158	159	160	159	162	162	....	150	160	148	27	37	31	....	162	9	171
Cumberland	145	37	....	32	6	147	147	150	149	151	148	....	145	146	137	...	....	32	....	149	15	164
Digby	53	7	....	8	....	51	51	52	5	51	53	....	49	49	44	.....	....	19	.	48	5	53
Guysboro	44	6	....	9	....	44	44	44	45	44	43	....	42	46	38	.....	....	11	....	42	4	46
Halifax City	105	69	9	66	28	99	100	103	102	103	103	....	103	91	88	.....	2	18	32	99	7	106
Halifax County	55	....	....	...	....	53	54	54	53	55	55	....	51	50	.....	....	....	....	...	40	44	84
Hants	110	6	3	8	3	111	111	108	111	115	112	....	111	108	87	.....	.. .	11	....	103	14	117
Inverness	56	4	....	7	1	56	56	56	56	56	56	....	56	53	17	6	..	....	....	55	1	56
Kings	189	29	....	21	....	191	191	178	166	192	178	....	161	153	154	.....	....	70	....	144	49	193
Lunenburg	107	22	....	4	7	106	107	107	105	110	104	....	105	107	71	20	35	53	...	98	13	111
Pictou	170	56	....	33	....	174	171	173	169	171	169	....	170	169	43	.....	...	4	5	160	13	173
Queens	43	6	....	13	....	43	43	43	43	43	43	....	43	43	38	.....	....	23	....	42	1	43
Richmond	26	13	1	7	...	26	26	27	27	26	27	....	27	26	22	.....	....	6	....	26	1	27
Shelburne	60	17	....	....	....	52	51	59	58	60	59	....	56	56	44	4	....	36	7	56	5	61
Victoria	22	....	....	....	....	22	22	22	22	22	22	....	22	22	22	.....	....	....	....	22	....	22
Yarmouth	70	12	8	26	.....	68	70	69	66	70	69	....	69	68	32	6	....	11	2	66	4	70
Total, 1902	1716	416	39	315	54	1694	1708	1697	1665	1734	1699	10	1611	1626	1165	100	89	399	51	1579	225	1804
" 1901	1785	480	55	284	85	1779	1781	1768	1738	1696	1741	....	1707	1688	.....	.....	....	....	...	1597	253	1850
Increase	....	....	....	31	....	....	....	....	....	38	.....	....	....	.....	.....	.....	....	....	....	.....	.....	.....
Decrease	69	64	16	...	31	85	73	71	73	....	42	....	96	62	.....	.....	....	....	....	18	28	46

TABLE X.—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE XI).

Nova Scotia, Year ended July, 1902.

County.	English.	Latin.	Greek.	French.	German.	History.	Algebra.	Geometry.	Prac. Mathematics.	Short-hand.	Physics.	Agriculture.	Physiology.	Wood or Metal Work.	Domestic Science.	Music (Vocal).	In Cadet Corps.	Taking full High School Course.	Taking partial High School Course.	Total of High School Grade.
Annapolis	82	3	....	2	2	82	80	79	78	....	78	.....	81	.....	....	30	....	75	8	83
Antigonish	33	30	6	27	....	33	33	33	32	4	33	.....	38	51	10	32	....	33	.....	33
Cape Breton	27	17	4	6	....	27	27	27	27	4	27	19	27	.....	....	....	....	27	.....	27
Colchester	95	39	16	19	....	93	94	94	93	....	95	7	92	5	....	8	....	93	2	95
Cumberland	71	27	....	14	4	71	72	72	72	....	71	.....	71	.....	....	10	....	71	1	72
Digby	31	15	....	17	....	31	21	21	21	1	20	.....	19	.....	....	18	....	19	13	32
Guysboro	16	5	....	2	3	16	16	16	15	....	16	.....	16	.....	....	....	....	16	1	17
Halifax City	90	61	11	53	15	68	77	77	59	....	55	.....	59	.....	4	10	25	77	13	90
Halifax County	17	....	....	....	....	17	17	17	17	....	17	....	17	.....	....	....	....	17	.....	17
Hants	51	7	4	3	....	51	51	51	51	....	51	.....	51	.....	....	....	....	50	1	51
Inverness	17	1	....	1	....	17	17	17	17	....	17	.....	17	1	....	1	....	17	.....	17
Kings	85	22	2	7	....	86	87	87	82	....	71	74	83	.....	....	13	....	71	18	89
Lunenburg	51	10	1	6	5	51	51	51	51	....	52	.....	51	9	26	19	....	47	8	55
Pictou	83	45	6	15	5	83	83	83	83	....	83	.....	81	.....	....	....	....	82	1	83
Queens	16	1	1	4	....	16	18	18	17	...	14	2	15	.....	....	10	....	15	3	18
Richmond	11	7	....	2	....	11	11	11	11	....	11	.....	10	.....	....	1	....	11	.....	11
Shelburne	36	3	1	....	....	36	36	36	36	....	36	3	36	1	....	18	....	36	.....	36
Victoria	4	....	2	....	....	4	4	4	4	....	4	.....	4	.....	....	....	....	4	.....	4
Yarmouth	44	6	....	16	....	33	39	38	39	....	39	1	39	4	....	13	4	39	5	44
Total 1902	860	299	54	194	34	826	834	832	805	9	790	106	802	71	40	188	29	800	74	874
" 1901	865	342	66	158	31	844	858	865	829	....	828	.....	807	.....	....	....	....	820	58	878
Increase	....	....	....	36	3	....	....	....	....	....	....	.....	.....	.....	....	....	....	.....	16	....
Decrease	5	43	12	....	....	18	24	33	24	....	38	.....	5	.....	....	....	....	20	.....	4

TABLE XI—ANALYSIS OF HIGH SCHOOL STUDIES, (GRADE XII).

Nova Scotia, Year ended July, 1902.

COUNTY.	English.	Latin.	Greek.	French.	German.	History.	Algebra.	Geometry.	Botany.	Physics.	Chemistry.	San. Science.	Psychology.	Zoology.	Geology.	Trigonometry.	Navigation.	Astronomy.	Taking full High School Course.	Taking partial High School Course.	Total of High School Grade.
Annapolis	1	1	....	1	....	1	....	1	....	....	....	....	....	....	....	....	....	....	....	1	1
Antigonish	36	32	5	31	....	24	13	16	4	24	17	....	17	1	3	17	9	13	28	8	36
Cape Breton	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Colchester	16	15	5	11	12	16	11	14	9	15	10	10	14	8	10	9	9	7	12	8	20
Cumberland	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Digby	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Guysboro	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax City	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Halifax County	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Hants	1	1	....	1	....	1	1	1	1	1	1	1	1	....	....	1	1	1	1	....	1
Inverness	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Kings	6	6	6	3	4	6	....	3	2	1	1	6	5	1	1	....	1	1	6	....	6
Lunenburg	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Pictou	29	28	2	30	14	28	29	30	25	28	30	27	28	25	25	29	16	25	32	....	32
Queens	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Richmond	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Shelburne	1	2	2	....	....	1	1	1	1	1	....	1	....	1	1	1	....	1	1	1	2
Victoria	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Yarmouth	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....	....
Total 1902	90	85	20	77	30	77	55	66	42	70	59	45	65	36	40	57	36	48	80	18	98
" 1901	99	93	51	79	40	90	54	73	57	68	60	61	68	47	49	58	47	57	87	19	106
Increase	....	....	....	....	....	....	1	....	....	2	....	....	....	....	....	....	....	....	....	....	....
Decrease	9	8	31	2	10	13	....	7	15	....	1	16	3	11	9	1	11	9	7	1	8

TABLE XII.—SECTION FINANCES, ETC.

Nova Scotia, Year Ended July, 1902.

County.	No of pupils enrolled not belonging to this School Section.	No. Children in this Section from 5 to 15 years of age.	No of these who did not attend School during the year.	No. under 21 years in section who are defective (a) in he ring, or (b) in seeing, who are not in attendance at the Provincial institutions provided for the Deaf and Dumb and the Blind, in Halifax.		Valuation of Property in section according to last assessment roll.	Value of all School property (grounds, buildings, furniture, apparatus, etc.) belonging to the section.	No. of School houses.	No. of School rooms (departments with teachers).	Total amount voted at last annual and subsequent special meetings to be levied on the section during the year for all School purposes.	Portion of the same for building and repairs and instalment of building debt (if any).
				(a)	(b)						
Annapolis	146	4026	289	1	3	$4072189.	$ 82663.	105	129	$ 20172 76	$2640 00
Antigonish	340	2504	137	.....	4	1780437.	50340.	72	90	8061 00	887 00
Cape Breton	303	9214	802	.....	.....	8523859.	157103.	107	173	41797 00	8217 00
Colchester	336	5512	229	4	4	4994315.	92836.	125	161	64361 00	37519 00
Cumberland	420	8246	552	10	1	6841451.	154780.	159	211	38097 00	4273 00
Digby	115	4775	375	8	7	2234121.	52011.	82	115	16704 00	1953 20
Guysboro	130	3468	304	.....	.....	933593.	44930.	78	90	19087 42	2645 00
Halifax City	148	8800	988*	15 ?	15 ?	23777301.	277500.	29	146	114100 00	7000 00
Halifax County	193	7135	521	3	6	3971164.	93629.	138	159	29062 50	2877 00
Hants	204	4462	295	.....	1	3900161.	103396.	99	128	23801 00	4748 00
Inverness	493	4626	298	1	.....	1384800.	43250.	122	135	14211 00	2275 00
Kings	324	4409	355	3	.....	5346314.	87250.	101	129	22074 00	1739 00
Lunenburg	144	7587	670	4	2	4653928.	102379.	149	185	25162 00	4761 00
Pictou	371	6660	616	1	2	6141805.	176904.	137	179	37382 00	3367 00
Queens	55	2002	114	3	.....	1307070.	33342.	50	61	7803 00	1092 00
Richmond	76	1945	203	2	2	555407.	19577.	56	65	7254 00	788 00
Shelburne	69	3228	290	2	1	1424717.	41532.	64	83	14493 00	3090 00
Victoria	233	1752	100	1	.....	709020.	18615.	56	60	7547 00	812 00
Yarmouth	124	4930	320	8	2	6397579.	145475.	75	120	27731 00	2701 00
Total 1902	4224	95281	7458	66	50	88949231.	1777512.	1804	2419	538850 68	93384 20
" 1901	4461	95145	7321	25	6	82026153.	1632460.	....	.....	470108 45	86532 34
Increase	.....	136	137	41	44	7923078.	145052.	....	.....	68742 23	6851 86
Decrease	237	.....	.....	.....	.....	.....	.....	....	.....	.....	.....

*Of whom 527 attended private schools.

TABLE XIII.—LABORATORIES, LIBRARIES AND APPARATUS.

Nova Scotia, Year ended July, 1902.

County.	No. of Pupils for whom accommodations are provided in a special room at one time.			School Libraries.					Value of Scientific and other collections in Museum Special room.	No. of Wall Maps, Globes, Charts and Cabinets of Models, Specimens, etc.	Are there Scientific apparatus or specimens, not in a separate room, but in cases, etc., within the school room itself?	
	In Chemical or Physical Laboratory.	In Wood or Metal Mechanical Laboratory.	In Domestic Science Laboratory.	No. of Cases or Libraries	No. of Volumes at beginning of year.	Value of the same.	No. of Volumes added during the year.	Value of the same.			No. of Schools.	Estimated Value.
Annapolis	70	...	...	4	121	$ 144 00	13	$40 00	$373 00	454	18	$ 186 00
Antigonish	48	20	40	2	6 00	10000 00	...	...	...	208	12	2526 00
Cape Breton	12	...	...	6	288	443 00	824	796 00	42 00	330	7	830 00
Colchester	20	40	60	6	3'4	390 00	60	30 00	640 00	640	14	221 00
Cumberland	63	...	...	6	878	711 00	101	61 00	1035 00	918	9	132 00
Digby	...	...	...	4	85	160 00	45	35 00	68 00	352	8	313 00
Guysboro	13	...	...	...	...	...	25	15 00	45 00	255	2	15 00
Halifax City	48	20	40	21	3399	1667 00	331	117 50	602 00	440	40	573 00
Halifax County	...	...	...	28	462	191 63	82	56 00	...	675	41	475 75
Hants	28	...	...	4	286	282 00	62	105 00	...	520	19	209 00
Inverness	...	4	...	3	133	110 00	4	5 00	37 00	297	5	325 00
Kings	42	...	...	9	738	597 00	51	28 00	...	674	24	558 00
Lunenburg	28	30	59	3	67	92 00	103	84 00	1090 00	504	6	269 00
Pictou	128	20	...	4	1480	2288 00	55	110 00	4780 00	803	7	61 00
Queens	20	...	...	1	151	100 40	...	...	300 00	193	4	55 00
Richmond	5	...	...	...	...	...	...	...	130 00	253	1	25 00
Shelburne	7	8	...	4	114	172 50	28	32 00	75 00	460	13	594 00
Victoria	...	...	...	1	40	30 00	...	...	...	131	1	75 00
Yarmouth	52	16	...	7	489	497 00	52	32 00	94 00	537	12	227 00
Total 1902	584	158	199	113	15085	17875 13	1836	1546 50	9311 00	8644	243	7669 75
" 1901	...	...	...	...	14780	...	...	...	...	8017	...	...
Increase	...	...	...	...	305	...	...	...	...	627	...	...
Decrease	...	...	...	...	...	...	...	...	...	...	...	...

TABLE XIV.—VISITATIONS, EXAMINATIONS, ETC.

Nova Scotia, Year ended July, 1902.

County.	No of Pupils who can			Visitations and Prizes.						
	Sing.	Play on musical instruments.	Swim.	No. of visits by Trustees and Secretary.	No. of visits by Inspector and other school officers.	No. of visits by other visitors.	No. of Pupils present.	No. of Parents and Visitors at Public Examination.	No. of Prizes Awarded.	Value of Prizes Awarded.
Annapolis	2504	712	462	359	141	3942	2237	1311	90	$36.56
Antigonish	1047	124	310	351	140	972	1602	447	82	33.65
Cape Breton	4848	781	1228	830	272	2202	4792	2408	311	295.20
Colchester	3289	946	835	337	135	2235	2389	1259	156	57.55
Cumberland	5987	1200	803	519	217	3578	5019	2725	169	71.62
Digby	3258	475	547	331	158	2138	1797	1383	271	93.38
Guysboro	605	251	349	301	84	1495	1255	644	86	35.15
Halifax City	6629	1112	912	420	544	1835	5429	2229	17	7.50
Halifax County	3366	535	867	472	376	2346	3158	2098	271	75.25
Hants	3111	559	537	271	186	2044	2417	1744	104	41.00
Inverness	1236	347	875	881	175	2448	2127	503	61	47.75
Kings	3349	851	548	261	201	2065	2593	2051	76	29.75
Lunenburg	4946	741	987	580	188	3183	4405	5891	194	48.95
Pictou	4388	803	961	576	193	2762	3796	2515	245	99.00
Queens	1409	297	292	103	71	1005	1319	1203	44	14.11
Richmond	1102	274	365	311	125	1246	903	269	94	15 50
Shelburne	2480	438	243	243	89	1602	1791	1129	128	34 21
Victoria	447	88	341	270	76	1158	818	320	58	44.45
Yarmouth	3908	576	795	273	248	2865	3242	2698	194	56.65
Total 1902	57909	11105	12257	7689	3619	40621	51089	32827	2661	1137.18
" 1901	.....	.....	.....	7271	3252	35887	.....	27645	2661	1122.91
Increase	.....	.....	.....	418	367	4734	.....	5182	.....	14.27
Decrease	.....	.....	.....	.....	.....	.....	.....	.....	10	.....

TABLE XV.—AVERAGE ANNUAL SALARIES OF MALE TEACHERS.

Nova Scotia, Year ended July, 1902.

County.	Class A.—(Male).			Class B.—(Male).			Class C.—(Male).			Class D.—(Male).		
	Prov. Grant.	From Section	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section	Total.
Annapolis	$194 98	$484 17	$679 15	$111 43	$214 64	$326 07	$83 57	$175 61	$259 18	$55 71	$120 00	$175 71
Antigonish	160 18	671 25	836 43	111 43	137 00	248 43	83 57	129 50	213 07	55 71	100 40	156 11
Cape Breton	167 54	661 11	828 65	111 43	317 25	428 68	83 57	160 00	243 57	55 71	142 14	197 85
Colchester	153 20	589 93	743 13	111 43	382 50	493 93	83 57	182 50	266 07	55 71	110 00	165 71
Cumberland	194 98	767 50	962 48	111 43	289 44	400 87	83 57	207 20	290 77	55 71	100 00	155 71
Digby	194 98	577 51	772 49	111 43	293 75	405 18	83 57	201 80	285 37	55 71	161 50	217 21
Guysboro	194 98	625 00	819 98	111 43	215 65	327 08	83 57	151 25	234 82	55 71	118 25	173 96
Halifax City	148 00	895 00	1043 00	111 43	714 57	826 00	83 57	362 43	446 00	55 71	294 29	350 00
Halifax County	194 98	980 00	1174 98	111 43	251 25	362 68	83 57	170 83	254 40	55 71	143 33	199 04
Hants	194 98	652 51	847 49	111 43	268 75	380 18	83 57	190 86	274 43	55 71	142 14	197 85
Inverness	194 98	555 02	750 00	111 43	175 00	286 43	83 57	140 00	223 57	55 71	114 00	169 71
Kings	148 54	253 33	401 87	111 43	293 33	404 76	83 57	131 66	215 23	55 71	136 66	192 37
Lunenburg	189 41	462 00	651 41	111 43	305 00	416 43	83 57	141 71	225 28	55 71	86 00	141 71
Pictou	178 40	615 42	793 82	111 43	343 75	455 18	83 57	148 70	232 27	55 71	98 41	154 12
Queens	194 98	555 02	750 00	111 43	225 00	336 43	83 57	242 50	326 07	55 71	120 00	175 71
Richmond	194 98	555 02	750 00	111 43	220 00	331 43	83 57	121 33	204 90	55 71	124 66	180 37
Shelburne	194 98	537 50	732 48	111 43	261 25	372 68	83 57	164 13	247 70	55 71	135 71	191 42
Victoria	194 98	555 02	750 00	111 43	160 00	271 43	83 57	150 00	233 57	55 71	125 00	180 71
Yarmouth	157 83	725 00	882 83	111 43	297 27	408 70	83 57	225 00	308 57	55 71	115 00	170 71
Total 1902	181 46	616 70	798 16	111 43	282 39	393 82	83 57	178 79	262 36	55 71	130 92	186 63
" 1901	.....	.....	763 41	113 83	270 51	384 34	85 37	172 24	257 61	56 91	135 77	192 68
Increase	.....	.....	34 75	.....	11 88	9 48	.....	6 55	4 75	.....	.....	.....
Decrease	.....	.....	.....	2 40	.....	.....	1 80	.....	.....	1 20	4 85	6 05

XVI.—AVERAGE ANNUAL SALARIES OF FEMALE TEACHERS.

Nova Scotia, Year ended July, 1902.

County.	Class A.—(Female).			Class B.—(Female).			Class C.—(Female).			Class D.—(Females.)		
	Prov. Grant.	From Section	Total.	Pro. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.	Prov. Grant.	From Section.	Total.
Annapolis	$.....	$.....	$.....	$111 43	$150 54	$261 97	$83 57	$121 61	$205 18	$55 71	$ 94 91	$150 62
Antigonish	.....	.....	.....	111 43	173 75	285 18	83 57	121 50	205 07	55 71	100 25	155 96
Cape Breton	167 54	375 00	542 54	111 43	255 31	366 74	83 57	200 00	283 57	55 71	123 50	179 21
Colchester	162 48	205 24	367 72	111 43	177 70	289 13	83 57	134 02	217 59	55 71	93 92	149 63
Cumberland	139 27	200 00	339 27	111 43	173 48	284 91	83 57	135 19	218 76	55 71	103 26	158 97
Digby	.....	.....	.....	111 43	165 45	276 88	83 57	123 07	206 64	55 71	111 49	167 20
Guysboro	.....	.....	.....	111 43	185 00	296 43	83 57	136 15	219 72	55 71	119 30	175 01
Halifax City	148 00	407 00	555 00	111 43	344 00	455 43	83 57	298 00	381 57	55 71	243 00	298 71
Halifax County	120 71	196 66	317 37	111 43	186 00	297 43	83 57	174 80	258 37	55 71	119 36	175 07
Hants	139 21	350 00	489 21	111 43	174 00	285 43	83 57	148 62	232 19	55 71	105 70	161 41
Inverness	.....	.....	.....	111 43	150 00	261 43	83 57	115 00	198 57	55 71	96 00	151 71
Kings	153 22	373 94	527 16	111 43	178 62	290 05	83 57	139 00	222 57	55 71	104 23	159 94
Lunenburg	153 20	327 50	480 70	111 43	141 30	252 73	83 57	122 69	206 26	55 71	106 61	162 32
Pictou	139 30	180 00	319 30	111 43	173 35	284 78	83 57	131 40	214 97	55 71	98 79	154 50
Queens	.....	.....	.....	111 43	174 37	285 80	83 57	126 62	210 19	55 71	91 03	146 74
Richmond	.....	.....	.....	111 43	136 66	248 09	83 57	125 71	209 28	55 71	88 91	144 62
Shelburne	.....	.....	.....	111 43	157 92	269 35	83 57	132 50	216 07	55 71	100 04	155 75
Victoria	.....	.....	.....	111 43	180 00	291 43	83 57	128 00	211 57	55 71	110 00	165 71
Yarmouth	189 26	216 67	355 93	111 43	186 05	297 48	83 57	164 11	247 68	55 71	129 21	184 92
Total 1902	146 22	283 20	429 42	111 43	182 29	293 72	83 57	146 21	229 78	55 71	112 60	168 31
" 1901	.....	.....	432 87	113 83	180 09	293 92	85 37	148 25	233 62	56 91	108 50	165 41
Increase	.....	.....	.....	.....	2 20	.....	.....	.....	.....	.....	4 10	2 90
Decrease	.....	.....	3 45	2 40	.....	20	1 80	2 04	3 84	1 20	.....	.....

TABLE XVII.

Apportionment of County Fund to Trustees for Year ended July, 1902.

MUNICIPALITIES.	Grand total days' attendance made by all the Pupils	On account of Teachers employed.	On account of average attendance of Pupils.	On account of Pupils attending Halifax Sch. for Blind.	On act. of Pupils attending Deaf & Dumb Inst., Halifax	Total amount appropriated.	Amount per Pupil in attendance the full Term.
Annapolis, County of	480688	$3057 77	$2384 32	$150 00	$225 00	$5817 09	$1 04
Antigonish, "	320447	2152 94	1482 14	112 50	300 00	4047 58	96
Cape Breton, "	966711	4104 30	9970 48	150 00	525 00	14749 78	2 21
Colchester, "	515018	3317 39	1773 83	412 50	150 00	5653 72	70
Cumberland, "	1007238	5198 96	4258 43	150 00	750 00	10357 39	89
Digby, District of	322169	1677 12	1677 12	88 74	88 74	3531 72	1 09
Clare, "	224550	1085 52	1229 06	61 26	61 26	2437 10	1 14
Guysboro, "	274350	1492 75	1982 73	337 56	56 26	3869 30	1 52
St Mary's, "	91760	561 55	596 34	112 44	18 74	1289 07	1 29
Halifax, County of	668575	3296 93	4282 59	600 00	225 00	8404 52	1 36
Hants East, District of	224297	1474 14	1117 70	147 52	73 76	2813 12	1 03
Hants West, "	231688	1346 81	1331 15	152 48	76 24	2906 68	1 15
Inverness, County of	499448	3157 17	3432 63	375 00	750 00	7714 80	1 44
Kings, "	530310	3183 96	3108 64	75 00	375 00	6742 60	1 22
Lunenburg & New Dublin, Dis't of	741279	3615 27	3269 47	371 76	433 72	7690 22	94
Chester, District of	139242	738 52	712 93	78 24	91 28	1620 97	1 28
Pictou, County of	441775	3212 06	2128 94	87 50	450 00	5828 50	1 02
Queens "	260855	1526 05	1506 71	75 00	75 00	3182 76	1 17
Richmond, "	279903	1501 56	2517 80	.....	300 00	4319 36	1 91
Shelburne, District of	203921	1111 41	832 29	114 84	267 96	2326 50	87
Barrington, "	192571	925 05	939 15	110 16	257 04	2231 40	1 05
Victoria, County of	203365	1489 99	1536 01	150 00	.....	3176 00	1 55
Yarmouth, District of	385377	1763 86	1798 77	217 55	87 02	3866 70	1 00
Argyle, "	289056	1195 05	1883 52	157 45	62 98	2799 00	1 03
Total 1902	9494593	52185 63	55252 75	4237 50	5700 00	117375 88	1 20
" 1901	9233406	53974 25	55739 67	4237 50	5925 00	119876 42	1 29
Increase	261187	.....	.....	.....	.....	.....	.....
Decrease	.....	1788 62	486 92	.....	225 00	2500 54	09

TABLE XVIII.

SPECIAL GOVERNMENT AID TO POOR SECTIONS, 1902.

COUNTY.	Paid by Government over and above the ordinary Grants towards Salaries of Teachers employed in Poor Sections.		TOTAL.
	First Half Year.	Second Half Year	
Annapolis	$ 152 25	$ 143 48	$ 295 73
Antigonish	98 06	108 53	206 59
Cape Breton	49 44	72 65	122 08
Colchester	150 00	145 88	295 88
Cumberland	150 00	150 00	300 00
Digby	117 06	118 28	235 34
Guysboro	63 58	74 17	137 75
Halifax Co.	110 54	97 20	207 74
Hants	128 47	113 57	242 04
Inverness	93 31	124 53	217 84
Kings	147 18	150 96	298 14
Lunenburg	140 10	107 87	247 97
Pictou	120 48	112 74	233 22
Queens	85 17	79 22	164 39
Richmond	63 59	60 49	124 08
Shelburne	49 16	40 41	89 57
Victoria	54 70	44 44	99 14
Yarmouth	67 28	57 54	124 82
Total 1902	$ 1840 36	$ 1801 96	$ 3642 32
" 1901	2115 11	2067 45	4182 56
Increase	.....	.....	.....
Decrease	$ 274 75	$ 265 49	$ 540 24

TABLE XIX.

POOR SECTIONS—SPECIAL MUNICIPAL GRANT.

MUNICIPALITIES.	Number of these Sections having Schools.	Amount of Municipal Assessment paid to these Schools over and above ordinary allowance.
Annapolis, County of	21	$ 228 14
Antigonish, "	13	134 75
Cape Breton, "	11	144 16
Colchester, "	24	217 99
Cumberland "	29	293 42
Digby, District of	14	152 80
Clare, "	7	81 46
Guysboro, "	9	110 32
St. Mary's, "	5	34 15
Halifax, County of	21	251 54
Hants, East, District of	11	113 85
Hants, West, "	10	131 74
Inverness, County of	20	217 60
Kings, "	27	287 81
Lunenburg and New Dublin, District of.....	16	152 58
Chester, District of	6	53 29
Pictou, County of	18	164 59
Queens, "	12	118 81
Richmond "	10	122 75
Shelburne, District of	4	51 19
Barrington, "	4	36 07
Victoria, County of.....	10	127 95
Yarmouth, District of	7	84 40
Argyle, "	4	40 51
Total 1902.....	313	$ 3351 87
" 1901.....	323	3506 16
Increase.....	.....	$ 154 29
Decrease	10	.....

TABLE XX.—COUNTY ACADEMIES.

Academies.	Instructors.	Class of License.	Annual Salary.	Department or Subjects taught. (Subjects are given briefly by Numbers.)	Hours per Day.
Annapolis	A. W. L. Smith	A. cl.	$ 750 00	All subjects	5
Antigonish	Rev. Alex. Thompson, D. D.	A. cl.	750 00	Nos. 91, 92, 105, 106, 111	4
	Rev. Hugh Macpherson, D. D.	A. cl.	750 00	" 103, 107, 98	3¼
	Jas. P. Connolly, B. A	A. cl.	750 00	" 98, 99, 100, 101, 114, 115	5
	Rev. Ronald Macdonald, D. D	B.	150 00	" 92, 97, 112, 113	4
	Rev. Kenneth H. Macdougall, B.A.	B.	150 00	" 98, 99	3
	Rev. Henry D. Barry, B. A.	C.	200 00	" 91, 92, 102	5
	Sister St. Leonard	B.	150 00	" 95, 96, 102, 104, 105, 109, 116	5
	Allan Macdonald, B. A., (assistant)	C.	150 00	" 91, 101, 98, 99	5
	Colin F. MacKinnon, B. A. "	B.	150 00	" 92, 96, 97	3
	Duncan P. Floyd, "	C.	150 00	" 101, 102	3
Cape Breton	Frank I. Stewart, B. A.	A. cl.	1000 00	" 92, 98, 99, 100, 101, 102, 114, 115	5
	D. S. McIntosh, B. A., B. Sc.	A. cl.	800 00	" 91, 93, 96, 97, 101, 105, 106, 107, 108, 109, 113	5
	Isabel M. Leonard	B.		" 94	1
	Viola Mader			" 102	1
	Louisa McMullin			" 95	1
Clare	P. M. Dagnaud, B. A		750 00	" 91, 96, 97, 98, 99, 100, 104	4
	Augustin F. Amirault, B. A.	A. cl.	750 00	" 91, 96, 97, 98, 99, 100, 104	4
	Rev. Patrick Chiasson			" 91, 98, 99, 102, 105, 106, 107	1¾
	Rev. Louis Canton			" 92, 94	1¾
	Rev. Francois Rouxel			" 92, 94, 96, 97	1¾
	Rev. Clement Viellard			" 92, 94	1¾
Colchester	W. R. Campbell, M. A	A. cl.	1200 00	" 92, 93, 113	4¾
	Jas. Little	B.	1050 00	" 98, 99, 101, 106, 109, 116	4¾
	M. D. Hemmeon, B. A.	A. cl.	950 00	" 91, 96, 97, 100, 111, 114, 115	4¾
	J. E. E. Barteaux	B.	850 00	" 98, 102, 105, 107, 108, 112	4¾
	H. S. Crowe, B. A.	A. cl.	650 00	" 91, 93, 95, 98, 99	4¾
	Lillian G. Best, B. A	A. cl.	450 00	" 92, 94, 104	4¾
	Mabelle Fash	A. cl.	400 00	" 91, 96, 97, 99, 101	4¾

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Instructors.	Class of License.	Annual Salary.	Department or Subjects taught. (Subjects are given briefly by Numbers.)	Hours per Day.
Cumberland	E. J. Lay	A. cl.	$1300 00	Nos. 91, 92, 94, 96, 98, 99, 100, 105, 106, 114	5
	N. D. MacTavish	A. sc.	850 00	" 91, 98, 99, 101, 102, 104, 106, 107, 109	5
Digby	H. B. Hogg, M. A.	A. cl.	750 00	All subjects	4¾
Guysboro	D. F. McLeod	A. sc.	750 00	All subjects	4½
Halifax	W. T. Kennedy	A. cl.	1600 00	Nos. 96, 97, 99	4
	S. A Morton, M. A	A. cl.	1250 00	" 98, 100, 101, 102	4
	Jotham Logan, B. A.	A. cl.	1200 00	" 92, 93	4
	J. B. McCarthy, B. A., B. Sc.	B	850 00	" 106, 107, 108, 109	4
	J. M. Lanos, M. L.	.....	700 00	" 94, 95	4
	Florence A. Peters	B.	750 00	" 91, 98, 101, 102	4
	S. Katherine Mackintosh	A. cl.	850 00	" 9[illegible], 96, 97	4
	Catherine F. Hill	.....	250 00	" 104	3
Hants	John A. Smith, B.A	A. cl.	1000 00	" 91, 92, 94, 95, 96, 97, 98, 99, 101, 102, 104, 105, 106, 107	4¾
	Graham L. Morse	C.	300 00	" 91, 92, 96, 98, 99, 100, 106, 109	4¾
Inverness	John A. McLeod, B. A.	A. sc.	750 00	All subjects	4½
Kings	Jennie W. Ross, A. M	A. cl.	900 00	Nos. 92, 93, 94, 95, 102, 104, 105, 119	4¾
	Theresa Farrell	A. cl.	600 00	" 96, 97, 98, 99, 101, 108, 110, 111	4¾
	Emma J. Best	B.	425 00	" 91, 96, 97, 98, 100, 101, 106, 107, 108	4¾
Lunenburg	B. McKittrick, B. A.	A. cl.	1000 00	" 93, 94, 97, 98, 99, 100, 102, 105, 106, 107, 108, 109, 114, 115	5
	Minnie C. Hewitt	A. sc.	600 00	" 91, 92, 95, 96, 98, 99, 101, 102, 104	5
Picton	Robert Maclellan	A. cl.	1200 00	" 92, 93, 94, 95	4
	Chas. B. Robinson, B. A	A. cl.	850 00	" 98, 101, 102, 104, 105, 106, 109, 110, 112, 113, 116	4
	Henry F. Munro, B. A.	A. cl.	750 00	" 91, 96, 97, 111	4
	Reginald S. Boehner, B. Sc	A. cl.	700 00	" 98, 99, 100, 101, 102, 107, 108, 114, 115	4
Queens	Howard S. Freeman, B. A	A. cl.	750 00	" 92, 93, 94, 98, 99, 100, 101, 102, 105, 106, 107, 108, 109, 119	4¾
	Jennie E. Mullins (assistant)	B.	.....	" 91, 96, 97	1¾
Richmond	H. D. Urquhart	A. cl.	750 00	All subjects	5¼
Shelburne	C. Stanley Bruce	A. cl.	775 00	All subjects	5
Yarmouth	A. Cameron	A. cl.	1200 00	Nos. 91, 93, 96, 99, 116	5
	Willard F. Kempton	A. cl.	1100 00	" 92, 96, 97, 98, 101	5
	Harold J. Wyman	A. sc.	550 00	" 94, 100, 102, 104, 105, 106, 107, 109	5

TABLE XX.—COUNTY ACADEMIES.—*Continued.*

Academies.	First Quarter.			Second Quarter.				Third Quarter.				Fourth Quarter.			
	Total pupils on register at end of qr. 16	Average daily attendance. 17	Percentage of pupils in daily attendance. 18	Total pupils on register at end of qr. 19	No. attended during quarter. 20	Average daily attendance. 21	Percentage of pupils in daily attendance. 22	Total pupils on register at end of qr. 23	No. attended during quarter. 24	Average daily attendance. 25	Percentage of pupils in daily attendance. 26	Total pupils on register at end of qr. 27	No. attended during quarter. 28	Average daily attendance. 29	Percentage of pupils in daily attendance. 30
Annapolis	38	30.7	80.8	38	36	29.2	81.1	39	36	30.1	83.6	39	32	27.9	87.2
Antigonish	153	128.8	82.	168	163	138.9	85.5	166	153	138.8	88.6	165	145	125.1	86.6
Cape Breton	55	42.9	78.	66	60	41.6	69.3	70	58	45.3	78.1	70	44	36.	81.8
Clare	25	22.2	88.8	25	25	23.9	95.9	25	23	20.5	89.1	25	21	17.8	84.8
Colchester	218	173.4	79.6	232	226	171.6	75.9	237	215	170.9	79.7	241	202	164.3	79.1
Cumberland	74	62.	83.3	75	74	61.9	83.6	77	71	55.4	78.	77	60	50.2	83.6
Digby	35	26.2	74.4	35	33	23.	69.7	35	29	21.9	75.5	35	23	15.9	69.
Guysboro.	28	19.3	69.9	28	26	21.2	81.5	29	25	20.1	80.4	29	22	18.8	85.4
Halifax	284	247.9	94.3	290	286	230.1	80.4	293	274	231.7	84.6	293	246	214.	87.
Hants	60	44.7	74.1	62	57	41.9	73.5	63	50	38.1	75.4	63	44	35.8	80.
Inverness	23	19.5	84.8	25	23	16.5	66.	26	21	16.6	79.	27	21	18.4	87.6
Kings	67	47.	70.1	68	56	47.6	85.	74	61	46.	76.4	76	55	45.2	82.2
Lunenburg	76	62.4	82.2	82	80	64.8	80.1	84	79	64.	81.	85	76	65.1	85.7
Pictou	149	121.1	81.4	160	147	111.1	75.5	162	128	106.9	83.4	163	117	95.8	80 3
Queens	48	37.3	77.7	50	46	35.5	77.2	50	42	35.3	84.	50	38	33.1	87.1
Richmond	23	20.	87.	23	22	20.4	92.7	23	22	20.5	93.2	23	21	19.9	94.8
Shelburne	26	22.7	87.3	27	26	22.3	85.8	27	24	21.1	87.9	27	24	20.2	84.2
Yarmouth	96	78.	82.2	96	90	73.5	81.7	96	85	64.5	75.9	96	67	58.8	87.7
Total 1902	1478	1206.1	81.6	1550	1476	1175.	79.6	1576	1396	1147.7	82.2	1584	1258	1062 3	84.4
" 1901	1497	1254.1	83.7	1581	1518	1243.7	81.9	1621	1437	1312.6	91.3	1635	1343	1101.6	82.
Increase	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	2.4
Decrease	19	48.	2.1	31	42	68.7	2.3	55	41	164.9	9.1	51	85	39.3	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Half Years.				Whole School Year.				
	Days open first half year. 31	Days open second half year. 32	Total days' attendance first half year. 33	Total days' attendance second half year. 34	Annual Enrolment. 35	Total days' attendance whole year. 36	Daily present on an average. 37	Percentage of Annual Enrolment (35) daily present. 38	Average of quarterly percentages (18), (22), (26) and (30). 39
Annapolis	103	97	3082.5	2825.	39	5907.5	29.5	75.6	83.4
Antigonish	87	95	11653.5	12546.	166	24199.5	133.	84.1	85.7
Cape Breton	98	104	4134.	4245.	70	8379.	41.5	59.3	76.8
Clare	92	100	2134.	1928.	25	4062.	21.1	84.	89.6
Colchester	97	101	16751.	16951.	241	33702.	170.2	70.6	78.6
Cumberland	103	102	6378.	5394.	77	11772.	57.4	74.6	82.2
Digby	103	101	2523.	1927.5	35	4450.5	21.8	60.	72.3
Guysboro	105	103	2028.	2006.	29	4034.	19.4	66.9	79.3
Halifax	94	102	22344.	22763.	293	45107.	230.2	78.6	86.6
Hants	98	101	3755.	3781.	63	7536.	37.9	60.	76.2
Inverness	103	104	1836.5	1819.	27	3655.5	17.7	84.3	79.4
Kings	45	99	2127.	4528.	76	6655.	46.2	60.8	78.2
Lunenburg	98	100	6245.	6451.	85	12696.	64.1	75.5	82.3
Pictou	97	96	11222.	9764.	163	20986.	108.7	66.6	80.1
Queens	98	104	3556.5	3561.	50	7117.5	35.2	70.4	87.5
Richmond	94	104	1899.5	2100.5	23	4000.	20.2	87.8	91.9
Shelburne	103	103	2323.	2127.5	27	4450.5	21.6	80.	86.3
Yarmouth	96	101	7288.	6288.	96	13576.	69.1	72.	82.
Total 1902	95.2	101	111280.5	111005.5	1585	222286.	1144.8	74.5	81.9
" 1901	98.1	103	120168.	117954.5	1635	237672.5	1196.4	73.1	81.2
Increase	.....	.....	.....	.....	.....	.....	.....	1.4	.7
Decrease	2.9	2.	8887.5	6949.	50	15386.5	51.6	.....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	No. on Register whose Attendance during the Year was						Analysis of Annual Enrolment.						
	Less than 20 days. 45	20 to 49 days. 46	50 to 99 days. 47	100 to 149 days 48	150 to 199 days 49	200 days and over. 50	Over 5 and under 15 52	15 years and over. 53	No of Boys. 54	No. of Girls. 55	No. of Pupils enrolled *not* belonging to this School Section. 126	No. from beyond limits of Section, but within the County. *b*	No. from beyond the limits of the County. *c*
Annapolis..	2	1	2	9	23	2	9	30	14	25	8	8	.....
Antigonish.	2	8	12	29	115	.....	17	149	111	55	109	41	68
Cape Breton	4	8	18	10	28	2	21	49	35	35	14	14	.....
Clare	.....	.....	2	4	5	14	1	24	25	.....	20	12	8
Colchester .	5	19	23	48	146	.....	76	165	92	149	92	67	25
Cumberland	.....	2	14	14	42	5	24	53	39	38	26	25	1
Digby	2	4	6	7	16	.....	6	29	13	22	5	5	.....
Guysboro ..	2	2	2	3	19	1	8	21	11	18	5	5	.....
Halifax	2	10	32	39	210	.....	104	189	127	166	63	52	11
Hants	3	10	9	12	29	.....	27	36	27	36	32	31	1
Inverness .	1	3	6	2	14	1	12	15	13	14	13	13	.....
Kings	10	13	10	43	.....	.....	21	55	26	50	13	13	.....
Lunenburg .	1	6	8	15	55	.....	21	64	28	57	23	20	3
Pictou	9	13	26	31	84	.....	25	138	92	71	85	57	28
Queens	3	3	5	6	30	3	13	37	16	34	17	15	2
Richmond .	1	.....	1	1	20	.....	4	19	13	10	10	9	1
Shelburne .	.....	2	2	1	16	6	5	22	11	16	4	3	1
Yarmouth..	7	3	13	16	57	.....	32	64	30	66	17	16	1
Total 1902	54	107	191	290	909	34	426	1159	723	862	556	406	150
" 1901	43	94	185	295	972	46	436	1199	705	930	625	454	171
Increase	11	13	6	.....	.....	.....	.....	.....	18	.....	.....	.....	.....
Decrease	.....	.....	.....	5	63	12	10	40	.....	68	69	48	21

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	ANALYSIS OF HIGH SCHOOL STUDIES.																		
	English.					Latin.					Greek.				French.				
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.
Annapolis ..	20	12	6	.....	38	2	1	1	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Antigonish .	44	50	33	35	162	33	37	30	31	131	1	7	5	13	34	37	33	31	135
Cape Breton	33	20	17	.....	70	25	11	14	.....	50	.....	3	.....	3	1	3	6	.....	10
Clare	6	4	15	.....	25	6	4	14	.....	24	.....	.....	.....	.....	6	4	15	.....	25
Colchester ..	93	63	64	16	236	82	45	35	15	177	12	16	5	33	33	23	19	11	86
Cumberland.	38	17	22	.....	77	37	15	15	.....	67	.....	.....	.....	.....	38	11	7	.....	56
Digby	15	15	4	.....	34	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Guysboro ..	14	9	6	.....	29	.....	1	3	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....
Halifax	130	84	78	.....	292	52	42	52	.....	146	6	11	.....	17	80	53	41	.....	174
Hants	34	18	11	.....	63	3	2	2	.....	7	.....	1	.....	1	16	3	.....	.....	19
Inverness ..	13	9	5	.....	27	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kings	30	22	18	6	76	.....	.....	5	6	11	.....	.....	6	6	.....	.....	.....	3	3
Lunenburg .	29	32	19	.....	80	22	18	8	.....	48	.....	1	.....	1	3	3	4	.....	10
Pictou	48	38	40	29	155	16	24	32	28	100	.....	6	2	8	17	9	9	30	65
Queens	23	18	8	.....	49	8	6	1	.....	15	.....	1	.....	1	13	7	.....	.....	20
Richmond ..	4	12	7	.....	23	1	4	6	.....	11	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shelburne ..	9	8	9	.....	26	6	1	1	1	9	.....	.....	1	1	.....	.....	.....	.....	.....
Yarmouth .	39	33	24	.....	96	10	10	6	.....	26	8	.....	.....	8	33	18	11	.....	62
Total 1902	622	464	386	86	1558	303	221	225	81	830	27	46	19	92	274	171	145	75	665
" 1901	599	509	433	80	1629	332	262	231	80	905	38	59	40	137	199	180	123	71	573
Increase	23	.....	.....	.....	.....	.....	.....	.....	1	.....	.....	.....	.....	.....	75	.....	22	4	92
Decrease		45	47	2	71	29	41	6	.....	75	11	13	21	45	.....	9	.....	.....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	ANALYSIS OF HIGH SCHOOL STUDIES.																	
	German.				History.					Geography.				Algebra.				
	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.	Grade. IX.	Grade. X.	Grade. XI.	Total.	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Total.
Annapolis	....	....	.....	.....	20	12	6	.....	38	20	12	.....	32	20	12	6	.....	38
Antigonish	....	....	.....	.....	44	50	38	23	150	44	51	.....	95	44	49	38	12	138
Cape Breton	3	1	.....	4	31	20	17	.....	68	33	20	17	70	33	20	17	.....	70
Clare	....	....	.....	.....	6	4	15	.....	25	6	4	15	25	6	4	5	.....	15
Colchester	....	....	12	12	93	63	63	16	235	93	63	.....	156	93	64	64	11	232
Cumberland	....	1	.....	1	38	17	22	.....	77	38	17	.....	55	38	17	22	.....	77
Digby	....	....	.....	.....	15	15	4	.....	34	15	15	4	34	15	15	4	.....	34
Guysboro	....	....	.....	.....	14	9	6	.....	29	14	9	.....	23	14	9	6	.....	29
Halifax	11	9	.....	20	130	78	56	.....	264	130	79	56	265	129	82	65	.....	276
Hants	3	....	.....	3	34	18	11	.....	63	34	18	11	63	34	17	12	.....	63
Inverness	....	....	.....	.....	13	9	5	.....	27	13	9	5	27	13	9	5	.....	27
Kings	....	5	4	9	30	22	18	6	76	30	22	.....	52	30	22	18	.....	70
Lunenburg	7	5	.....	12	29	32	19	.....	80	29	32	.....	61	29	32	19	.....	80
Pictou	....	5	14	19	48	38	40	28	154	48	38	.....	86	49	37	40	29	155
Queens	....	....	....	.....	23	18	8	.....	49	23	18	.....	41	23	18	9	.....	50
Richmond	....	....	.....	.....	4	12	7	.....	23	4	12	7	23	4	12	7	.....	23
Shelburne	....	....	.....	.....	9	7	9	.....	25	9	7	9	25	9	8	9	.....	26
Yarmouth	....	....	.....	.....	37	32	13	.....	82	37	32	13	82	39	33	19	.....	91
Total 1902	24	26	30	80	618	456	352	73	1499	620	458	137	1215	622	460	360	52	1494
" 1901	36	11	39	86	592	503	408	75	1578	591	503	231	1325	598	498	425	46	1567
Increase	....	15	.....	.....	26	.....	.....	.....	.....	29	.....	.....	.....	24	.....	.....	6	.....
Decrease	12	....	9	6	.....	47	56	2	79	.....	45	94	110	.....	38	65	.....	73

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	ANALYSIS OF HIGH SCHOOL STUDIES.																		
	Geometry.					Practical Mathematics.	Arithmetic.				Book-keeping			Short-hand.	Drawing.			Botany.		
	Grade IX.	Grade X.	Grade XI.	Grade XII.	Total.		Grade IX.	Grade X.	Grade XI.	Total.	Grade IX.	Grade X.	Total.		Grade IX.	Grade X.	Total.	Grade IX.	Grade XII.	Total.
Annapolis	20	12	6	....	38	6	20	12	....	32	20	12	32	....	20	12	32	20	....	20
Antigonish	44	44	33	15	186	9	44	51	10	105	44	51	95	8	44	18	62	44	7	51
Cape Breton	33	20	17	....	70	17	33	20	....	53	32	18	50	8	31	20	51	31	....	31
Clare	6	4	4	....	14	5	6	4	....	10	6	4	10	6	4	....	4	6	....	6
Colchester	91	64	64	14	233	63	93	64	....	157	93	64	157	....	93	64	157	157	9	166
Cumberland	38	17	22	....	77	22	38	17	....	55	38	17	55	....	38	17	55	38	....	38
Digby	15	15	5	....	35	5	15	15	....	30	15	15	30	....	15	15	30	15	....	15
Guysboro	14	9	6	....	29	6	14	9	....	23	14	9	23	....	14	9	23	14	....	14
Halifax	130	81	65	....	276	47	130	82	....	212	128	82	210	....	129	85	214	95	....	95
Hants	34	18	11	....	63	11	34	18	....	52	34	20	54	....	34	18	52	16	....	16
Inverness	13	9	5	....	27	5	13	9	....	22	13	9	22	....	13	9	22	13	....	13
Kings	30	22	18	3	73	18	30	22	....	52	30	23	53	....	30	23	53	30	1	31
Lunenburg	29	32	19	...	80	19	29	34	....	63	29	34	63	....	29	32	61	29	....	29
Pictou	49	38	40	30	157	40	49	37	....	86	49	37	86	....	49	38	87	51	25	76
Queens	23	18	9	....	50	9	23	18	....	41	23	18	41	....	23	18	41	23	....	23
Richmond	4	12	7	....	23	7	4	12	....	16	4	12	16	....	4	12	16	5	....	5
Shelburne	9	7	9	....	25	9	9	8	....	17	9	8	17	....	9	7	16	9	....	9
Yarmouth	36	32	18	....	86	19	37	33	....	70	38	33	71	....	38	33	71	32	....	32
Total 1902	618	454	358	62	1492	317	621	465	10	1096	619	466	1085	22	617	430	1047	628	42	670
" 1901	591	494	425	64	1574	398	598	497	18	1113	589	502	1091	....	596	506	1102	539	45	584
Increase	27	....	....	....	....	....	23	....	....	....	30	....	....	22	21	....	....	89	....	86
Decrease	....	40	67	2	82	81	....	32	8	17	....	36	6	....	....	76	55	....	3	....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Analysis of High School Studies.																			
	Physics.				Chemistry.			Agriculture.	Physiology.	San. Science.	Psychology.	Zoology.	Geology.	Trigonometry.	Navigation.	Astronomy.	Wood or Metal Work.	Domestic Science	Music (Vocal).	In Cadet Corps.
	Grade. IX	Grade. XI	Grade. XII	Total.	Grade. X	Grade. XII	Total.		Grade XI.	Grade. XII	Grade. XII	Grade XII	Grade. XII	Grade. XII	Grade XII	Grade. XII				
Annapolis	20	6	.....	26	12	.....	12	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Antigonsh	4	33	23	60	70	17	87	.....	33	.....	17	4	3	49	32	21	107	33	33	.....
Cape Breton	31	17	.....	48	20	.....	20	20	17	17	.....	.....	20	17	17	.....	.....	.....	.....	.....
Clare	6	5	.....	11	4	.....	4	.....	4	.....	.....	.....	.....	.....	.....	.....	.....	.....	25	.....
Colchester	93	64	15	172	64	10	74	157	74	10	14	8	10	9	9	7	66	96	.....	.....
Cumberland	38	22	.....	60	17	.....	17	17	22	.....	.....	.....	.....	22	22	.....	.....	.....	.....	.....
Digby	15	4	.....	19	15	.....	15	.....	4	.....	.....	.....	15	.....	.....	.....	.....	.....	.....	.....
Guysboro	14	6	.....	20	9	.....	9	9	6	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Halifax	95	43	.....	138	70	.....	70	70	47	.....	.....	.....	.....	.....	.....	.....	3	31	.....	110
Hants	16	11	.....	27	18	.....	18	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	28	8
Inverness	13	5	.....	18	9	.....	9	9	5	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Kings	30	18	1	49	22	1	23	22	18	6	5	1	1	.....	1	1	.....	.....	30	.....
Lunenburg	29	19	.....	48	34	.....	34	34	19	.....	.....	.....	.....	19	19	.....	28	57	80	.....
Pictou	49	40	28	117	38	30	68	.....	39	27	28	25	25	29	16	25	17	.....	.....	.....
Queens	23	9	.....	32	18	.....	18	.....	9	.....	.....	.....	.....	.....	.....	.....	.....	.....	50	.....
Richmond	4	7	.....	11	16	.....	16	12	7	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Shelburne	9	9	.....	18	7	.....	7	7	9	.....	.....	.....	.....	9	.....	.....	.....	.....	.....	.....
Yarmouth	32	19	.....	51	32	.....	32	.....	19	.....	.....	.....	.....	.....	.....	18	27	.....	.....	.....
Total 1902	521	387	67	925	475	58	533	363	332	60	64	38	74	154	116	72	248	217	246	118
" 1901	523	409	59	991	490	67	557	.....	329	63	72	46	63	111	120	50	222	.....	.....	.....
Increase	.....	.....	8	.....	.....	.....	.....	363	3	.....	.....	.....	11	43	.....	22	26	217	246	118
Decrease	2	72	.....	66	15	9	24	.....	.....	3	8	8	.....	.....	4	.....	.....	.....	.....	.....

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	Taking Full High School Course.					Taking partial High School Course.					Total of High School Grade.										No. holding Prov. Cer. or Teacher's License.				
	Grade. IX	Grade. X	Grade. XI	Grade. XII	Total.	Grade. IX	Grade. X	Grade. XI	Grade. XII	Total.	Grade. IX		Grade. X		Grade. XI		Grade. XII		Total.		Grade. IX	Grade. X	Grade. XI	Grade. XII	Total.
											M	F	M	F	M	F	M	F	M	F					
Annapolis	20	12	6	....	38	....	....	1	....	1	7	13	6	6	1	6	....	....	14	25	....	11	6	....	17
Antigonish	45	50	33	38	166	....	....	....	....	....	23	22	36	14	23	10	30	8	112	54	....	24	22	26	72
Cape Breton	31	20	17	...	68	2	....	....	....	2	18	15	6	14	11	6	....	....	35	35	....	3	7	....	10
Clare	6	4	11	....	21	....	....	4	....	4	6	....	4	....	15	....	....	....	25	....	6	4	....	....	10
Colchester	93	63	64	16	236	....	1	....	4	5	34	59	27	37	26	38	5	15	92	149	....	54	62	19	135
Cumberland	88	17	22	....	77	....	....	....	....	....	24	14	14	3	12	10	....	....	50	27	....	12	22	....	34
Digby	15	15	4	....	34	....	....	1	....	1	4	11	7	8	2	3	....	....	13	22	....	10	3	....	13
Guysboro	14	9	6	....	29	....	....	....	....	....	7	7	3	6	1	5	....	....	11	18	....	8	6	....	14
Halifax	130	78	65	....	273	....	7	13	....	20	56	74	33	52	38	40	....	....	127	166	3	81	78	....	162
Hants	33	18	11	....	62	1	....	....	....	1	16	18	6	12	5	6	....	....	27	36	....	6	11	....	17
Inverness	13	9	5	....	27	....	....	....	....	....	6	7	3	6	4	1	....	....	13	14	....	7	5	....	12
Kings	30	22	18	6	76	....	....	....	....	....	10	20	7	15	8	10	2	4	27	49	....	3	14	6	23
Lunenburg	29	32	19	....	80	...	2	3	....	5	8	21	13	21	7	15	....	....	28	57	....	22	22	....	44
Pictou	48	38	39	32	157	3	....	3	....	6	22	29	15	23	24	18	28	4	89	74	....	24	41	32	97
Queens	23	18	8	....	49	....	....	1	....	1	6	17	7	11	3	6	....	....	16	34	....	15	9	....	24
Richmond	4	12	7	....	23	....	....	....	....	....	4	....	4	8	5	2	....	....	13	10	....	4	5	....	9
Shelburne	9	7	9	....	25	....	1	....	1	2	4	5	3	5	3	6	1	....	11	16	....	5	8	1	14
Yarmouth	39	33	19	....	91	....	....	5	....	5	17	22	9	24	4	20	....	....	30	66	....	20	20	....	40
Total 1902	620	457	363	92	1532	6	11	31	5	53	272	354	203	265	192	202	66	31	733	852	9	313	341	84	747
" 1901	587	495	421	81	1584	11	16	13	11	51	...	....	...	....	...	....	...	....	...	....	3	323	383	81	790
Increase	33	....	....	11	....	....	....	18	....	2	...	....	...	....	...	....	...	....	...	....	6	....	....	3	....
Decrease	....	88	58	....	52	5	5	....	6	....	...	....	...	....	...	....	...	....	...	....	....	10	42	....	43

TABLE XX.—COUNTY ACADEMIES—*Continued.*

Academies.	No. of Pupils for whom accommodations are provided in a special room at one time.								School Libraries for reference and circulation (not merely books required for teacher's desk) in locked case or special room.					Value of Scientific and other collections in Museum (Special room if any).	No of Wall Maps, Globes, Charts and Cabinets of Models, Specimens, etc.
	In Chemical Laboratory (if any).	Estimated value of Apparatus (Ch. Lab.).	In Physical Laboratory (if any).	Estimated value of Apparatus (Ph. Lab.).	In Wood or Metal Mec. Lab. (if any)	Estimated value of Apparatus.	In Domestic Science Lab. (if any).	Estimated value of Apparatus.	No. of cases or Libraries (if any).	No. of Volumes at beginning of year.	Value of the same.	No. of Vols. added during the year.	Value of the same.		
Annapolis	30	$ 90 00	30	$ 160 00	.....	$	.....	$	2	100	$ 120 00	7	$ 30 00	$250 00	44
Antigonish	48	2000 00	50	6500 00	20	600 00	.....	.....	5	4900	10000 00	700	2000 00	500 00	40
Cape Breton	8	.....	.....	.....	.....	.....	.....	.....	1	122	120 00	400	628 00	.....	20
Clare	15	100 00	15	400 00	.....	.....	.....	.....	2	250	125 00	30	20 00	.....	.....
Colchester	20	300 00	.....	350 00	40	1000 00	60	350 00	1	220	300 00	.....	.....	550 00	20
Cumberland	30	500 00	.....	.....	.....	.....	.....	.....	1	400	100 00	25	15 00	.....	44
Digby	.....	.....	.....	.....	.....	.....	.....	.....	2	75	150 00	.....	.....	50 00	25
Guysboro	9	10 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	25 00	12
Halifax	48	1000 00	.....	250 00	.....	.....	.....	.....	3	1200	800 00	50	40 00	100 00	42
Hants	15	100 00	.....	.....	.....	.....	.....	.....	1	200	195 00	62	105 00	.....	12
Inverness	.....	.....	.....	.....	.....	.....	.....	.....	1	18	15 00	2	16 00	.....	9
Kings	28	50 00	28	175 00	.....	.....	.....	.....	1	685	550 00	21	10 00	.....	22
Lunenburg	20	100 00	.....	300 00	15	360 00	24	160 00	1	30	40 00	5	5 00	75 00	28
Pictou	36	330 00	20	7[illegible]0 00	.....	.....	.....	.....	1	1250	2100 00	.....	.....	1200 00	30
Queens	.....	.....	20	50 00	.....	.....	.....	.....	1	150	100 00	.....	.....	300 00	30
Richmond	5	55 00	.....	75 00	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	61
Shelburne	.....	70 00	.....	215 00	.....	.....	.....	.....	1	4	20 00	12	18 00	.....	29
Yarmouth	32	400 00	20	400 00	16	350 00	.....	.....	3	420	300 00	15	25 00	35 00	25
Total 1902	344	$5105 00	183	$9625 00	91	$2310 00	84	$510 00	27	10019	$15035 00	1829	$2912 00	$3085 00	493

TABLE XX.—COUNTY ACADEMIES—(*Continued*).

Academies.	Average Age of Pupils in each Grade. (On first day of school year.)				Grounds.	Assembly Room.	Gymnasium or Play-room.		No. of Rifles in Armoury (if any).	No. of school rooms (departments with teachers).	Estimated value of Scientific apparatus or specimens *not* in a separate room, but in cases, etc., within the school room itself.	Total Value.
	Grade. IX.	Grade. X.	Grade. XI.	Grade. XII.	Dimensions of Grounds on which building is situated.	Dimensions of (if there is a special room).	Dimensions of room (if any).	Estimated value of apparatus.				Estimated value of all collections, apparatus, &c., &c., (not including furniture, as seats, desks, &c.), used for teaching purposes.
					Meters.	Meters.	Meters.					
Annapolis	15.49	15.88	18.00	.....	105.2 x 148.7	4.1 x 7.9 x 8.5	.....	$	....	5	$.....	$ 300 00
Antigonish....	15.81	16.54	18.78	19.60	110 x 140	3.7 x 12.5 x 21.0	10 x 20 x 50	.....	....	9	.....	21700 00
Cape Breton ..	15.63	16.21	18.17	.....	40 x 90	5.4 x 14.1 x 21.3	.....	.....	....	2	400 00	1148 00
Clare	15.58	18.64	19.20	.....	75 x 30	5.0 x 11.0 x 7.0	5 x 11 x 30	.....	....	5	.....	600 00
Colchester	14.71	15.64	17.59	18.59	68.2 x 138.4	4.0 x 9.2 x 21.8	.....	.....	....	7	550 00	1550 00
Cumberland ..	14.91	16.15	16.71	.....	27.5 x 60	5.0 x 13.7 x 19.6	.....	.....	....	2	50 00	675 00
Digby	15.62	16.47	17.37	.....	28 x 43	5.0 x 16.5 x 27.5	.....	.....	....	6	100 00	150 00
Guysboro	15.68	16.25	16.28	.....	50 x 70	3.6 x 10.4 x 11.6	.....	.....	....	4	.....	100 00
Halifax	14.38	15.89	17.31	.....	37.4 x 39.2	5.2 x 19.2 x 17.1	3.32 x 8.21 x 9.62	.....	120	7	100 00	2300 00
Hants	14.79	15.68	17.51	.....	57 x 85	5.7 x 12.6 x 24.0	.....	.....	....	2	.....	405 00
Inverness	13.71	17.14	17.00	.....	23.1 x 37.3	.....	.....	.....	....	5	10 00	100 00
Kings	14.59	15.79	16.74	17.69	131.5 x 169.9	.....	.....	.....	....	3	.....	925 00
Lunenburg ...	14.58	16.54	17.85	.....	93.2 x 128.6	4.5 x 11.4 x 19.6	.....	.....	....	2	.....	700 00
Pictou	15.81	16.44	18.33	19.68	85 x 124	4.8 x 9.7 x 21.0	.....	.....	..	4	.....	4380 00
Queens	15.49	16.34	17.42	.....	30.4 x 96.0	.....	.....	.....	....	2	.....	500 00
Richmond	13.66	17.64	17.24	.....	20 x 80	.....	.....	.....	....	8	.....	225 00
Shelburne	15.44	16.90	17.03	21.55	73.2 x 73.2	.....	.....	.....	....	1	340 00	515 00
Yarmouth ...	14.93	15.51	17.19	.....	75 x 90	.....	7 x 11 x 12	75 00	....	3	.....	1550 00
Total 1902	15.05	16.43	17.54	19.42	.....	.....	.....	$75 00	120	72	$1550 00	$37823 00
" 1901	15.13	16.44	17.65	18.94	.....	.....	.....	500 00	....	.....	.....	16130 00
Increase ..	.....	.....	.....	.48	.....	.....	.....	.....	....	.....	.....	$21693 00
Decrease..	.08	.01	.11	.....	.....	.....	.....	$425 00	....	.....	.....	.....

TABLE XXI.—GOVERNMENT NIGHT SCHOOLS.

County.	Section.	Teacher.	Pupils Enrolled.	Average Attendance.	No. of Sessions.
Cape Breton	Mitchell	D. M. Matheson	60	21	28
Inverness	Wright	Angus D. McEachen	30	23	46
Lunenburg	Gold River	Hiram Hennigar	39	19	41
Pictou	Trenton	Wm. W. Herdman	30	23	28
"	Stellarton	Jas. W. Henderson	40	23	42
Richmond	Arichat	Daniel H. Campbell	36	21	38
"	Poulamond	Ed. H. Boudrot	39	18	29
"	Barrachois, St. Louis	J. Scott Nelson	41	26	46
"	River Bourgeois	David D. Boyd	28	22	51

TABLE XXII.—MANUAL TRAINING SCHOOLS—(*a*) *Mechanic and* (*b*) *Domestic Science.*

County.	Section.	Teacher.	Date of opening of School—Day and Month.	Date of last session of School—Day and Month.	No. of half-days (2½ hour sessions) school was in operat'n	Total No. of Pupils.	Total No. of Males.	Total No. of Females.	Pupils who are not on the regular Public School Register of the section during this school year. Total.	Males.	Females.	No. of full legal half-day (2½ hours) Attendances made by all the pupils.	No. of full legal Attendances (2½ hours) made by each on an average.	No. of weeks School was in operation.	Percentage of the total pupils who made the maximum legal attendance.
(a) Mechanic Science.															
Antigonish	Antigonish	Alexander Sutherland	Feb. 13	June 27	165	193	193	....	...	....	....	2445	12.6	19.	66.6
Colchester	Truro	F. G. Matthews G. A. Boate	Sept. 16	June 23	746	283	239	44	119	75	44	6501	23.	39.	58.9
Halifax	Halifax	Nelson Howard Gardner	Sept. 4	June 30	334	230	227	3	13	10	3	4351	19.	39.	48.5
Kings	Wolfville	Leslie R. Fairn	Sept. 12	June 1	100	58	58	....	8	8	....	1099	18.9	34.	55.6
Lunenburg	Bridgewater	V. W. Messenger	Oct. 31	July 2	171	90	90	....	...	....	....	2147	23.9	34.	70.1
Lunenburg	Lunenburg	"	Oct. 28	June 30	267	142	132	10	12	2	10	3163	22.3	33.	67.5
Pictou	Pictou	Charles Bruce	Sept. 23	June 27	215	108	108	....	...	....	....	2871	26.6	37.	71.9
Yarmouth	Yarmouth	Melford Grant	Oct. 21	June 30	334	143	143	....	...	....	....	3777	26.4	34.	77.6
Total in Mechanic Science 1902	.....	.....	....	.....	2332	1247	1190	57	152	95	57	26354	21.1	33.6	62.9
Total in Mechanic Science 1901	.....	.....	.....	.....	798	599	552	47	158	111	47	12645	21.1	39.6	53.3
Increase	.....	.....	.....	.....	1534	648	638	10	...	....	10	13709	.....	.....	9.6
Decrease	.....	.....	.....	.....	....	....	....	....	6	16	....	.....	.....	6.	.....

(b) Domestic Science.															
Colchester	Truro	Bertha G. Turner Winifred M. MacKeand	Sept. 16	June 25	752	383	....	383	..	....	....	8466	22.1	78.	28.3
Halifax	Halifax	Helen Nelson Bell Bessie B. Connor	Sept. 3	June 30	346	219	....	219	4	..	4	5425	24.7	41.	60.3
Lunenburg	Bridgewater	Bertha Forbes Putnam	Oct. 25	June 30	137	99	....	99	4	...	4	2040	20.6	35.	58.9
Lunenburg	Chester	Annie Bool	Jan. 6	July 4	239	181	43	138	59	1	58	2558	14.1	26.	54.3
Lunenburg	Lunenburg	Bertha Forbes Putnam	Oct. 25	June 25	187	146	....	146	9	....	9	3131	21.4	34.	63.1
Total in Domestic Science 1902					1661	1028	43	985	76	1	75	21620	21.	42.8	49.1
Total in Domestic Science 1901					1004	639	....	639	204	....	204	14581	22.8	38.5	59.2
Increase					657	389	43	346	...	1	....	7039	.....	4.3	.....
Decrease					....	....	....	....	128	..	129	.....	1.8	.....	10.1
Total in Manual Training 1902					3993	2275	1233	1042	228	96	132	47974	21.1	38.2	55.2
Total in Manual Training 1901					1802	1238	552	686	362	111	251	27226	21.9	39.1	56.
Increase					2191	1037	681	356	...	..	....	20748	.....	.....	.....
Decrease					....	....	....	....	134	15	119	.....	0.8	0.9	0.8

TABLE XXII.—MANUAL TRAINING SCHOOLS—(*a*) *Mechanic and* (*b*) *Domestic Science.—Continued.*

County.	Section.	Teacher.	No. for whom benches or working accommodations are provided at one session	Estimated value of the equipment of the School (benches, tools, apparatus, etc.).	Annual Expenditure for: Salaries of Teachers.	Rent, fuel and janitor's attendance.	Repairs to room or building.	Additions to the equipment.	Material used by pupils in their work.	Annual Receipts. From Provincial Grant.	From School Funds of the Section.	From Donations, etc.	Total Estimated Annual Expenditure for this department.
(*a*) *Mechanic Science*													
Antigonish	Antigonish	Alex. Sutherland	20	$600 00	$400 00	$ 50 00	$ 34 00	$.....	$ 75 00	$366 75	$.....	$	$1159 00
Colchester	Truro	F.G. Matthews G. A. Boate	30	1200 00	1500 00	150 00	.....	.....	75 00	600 00	.....	1575 00	1725 00
Halifax	Halifax	N. H. Gardner	18	500 00	875 00	.....	2 70	28 27	27 27	600 00	328 24	.....	928 24
Kings	Wolfville	Leslie R. Fairn	20	1150 00	150 00	100 00	150 00	85 00	18 00	164 85	.....	.....	523 00
Lunenburg	Bridgewater	V. W. Messenger	15	350 00	205 00	30 00	150 00	.....	40 00	322 05	475 00	.....	775 00
"	Lunenburg	"	15	360 00	315 00	.....	205 00	.....	40 00	474 45	620 00	.....	920 00
Pictou	Pictou	Charles Bruce	20	471 50	500 00	93 25	.....	.....	27 25	430 65	.....	.....	620 50
Yarmouth	Yarmouth	Melford Grant	16	400 00	300 00	.....	.....	12 35	60 00	566 55	.....	.....	372 35
Total in Mechanic Science, 1902			154	$5031 50	$4245 00	$423 25	$541 70	$125 62	$362 52	$3525 30	$1428 24	$1575 00	$7023 09
Total in Mechanic Science, 1901			77	2350 00	3080 00	406 00	269 00	118 00	298 00	1403 25	941 00	3250 00	5120 00
Increase			77	$2681 50	$1165 00	$ 17 25	$272 70	$ 7 62	$ 64 52	$2122 05	$482 24	.....	$1903 09
Decrease			.....	.....	.....	.....	.....	.....	.....	.....	.....	$1675 00	.....

b) *Domestic Science*														
Colchester	Truro	Bertha G. Turner W. M. MacKeand Helen N. Bell ..	40	$ 350 00	$ 750 00	$150 00	$ 50 00	$ 50 00	$250 00	$ 600 00	$ 650 00	$ 100 00	$1250 00
Halifax	Halifax ..	Bessie B. Connor	20	150 00	720 00	60 00	25 77	16 66	150 61	600 00	287 43	85 61	973 04
Lunenburg	Bridgewater	B. F. Putnam ..	20	185 00	150 00	50 00	25 00	.....	30 00	306 00	105 00	35 00	440 00
"	Chester	Annie Bool	20	160 00	300 00	60 00	150 00	160 00	40 00	383 70	110 00	105 00	595 00
"	Lunenburg ..	B. F. Putnam ..	24	160 00	230 00	45 00	60 00	.....	30 00	469 65	185 00	40 00	525 00
Total in Domestic Science, 1902....			124	$1005 00	$2150 00	$365 00	$310 77	$226 66	$500 61	$2359 35	$1337 48	$ 365 61	$ 3783 00
Total in Domestic Science, 1901....			60	450 00	1400 00	242 00	240 00	8 00	280 67	1200 00	1315 48	155 19	2670 67
Increase			64	$ 555 00	$ 750 00	$123 00	$ 70 77	$218 66	$219 94	$1159 35	$ 21 95	$ 210 42	$ 1112 33
Decrease			.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total in Manual Training 1902			278	$6036 50	$6395 00	$788 25	$852 47	$352 28	$863 13	$5884 65	$2760 67	$1940 61	$10806 09
" " 1901			137	2800 00	4480 00	648 00	509 00	126 00	578 67	2603 25	2255 48	3405 19	7791 67
Increase			141	$3236 50	$1915 00	$140 25	$343 47	$226 28	$284 46	$3281 40	$ 504 19	.....	$ 3014 42
Decrease			.....	.....	.....	.....	.....	.....	.....	.....	.....	$1465 58	.....

STATISTICAL INFORMATION FROM INSTITUTIONS NOT RECEIVING GOVERNMENT GRANTS.

TABLE XXIII.—A—Educational Institutions having Degree-Conferring Powers.

Statistics for the School Year ended Summer of 1902.

Name of Institution.	Place.	Name of President.	Staff.		Students in Arts.												Science.					Medicine.			Law.			Theology.			Grand Total Students.	Institution Founded.	Total Graduates to date.	Degrees Conferred in 1902.															
					Undergraduates.							Gener'l																																					
			Professors.	Lecturers.	1st Year.	2nd Year.	3rd Year.	4th Year.	Males.	Females.	Total.	Males.	Females.	Total.	Total in Arts.	Undergraduates.	General.	Males.	Females.	Total.	Males.	Females.	To'al.	Regular.	Partial.	Total.	Regular.	Partial.	Total.				B. A.	B. L.	M. A.	B. Sc.	B. Eng.	Ll. B.	Ll. D.	B. C. L.	D. C. L.	Ph. D.	M. D., C. M.	B. D.	D. D.	Litt. D.	Tot'l.
King's College	Windsor	Rev. C. E. Willets, M.A., D.C.L.	6*	5*	2	7	7	2	16	2	18	1	..	1	19	3	1	4	..	‡4	..	..	..	..	..	..	12	1	13	24	1790	805	5	..	5	..	..	..	..	4	..	..	..	..	2	..	16
Presbyt'rian College	Halifax	Rev. A. Pollock, D. D.	4	1	.	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	18	3	21	21	1820	365	..	..	..	..	..	..	..	..	..	..	..	1	..	..	1
Acadia College	Wolfville	Rev T. Trotter, D. D.	11	1	24	33	21	39	90	27	117	9	3	12	129	..	..	..	..	..	..	..	..	..	..	..	..	..	..	129	1838	647	24	..	3	..	..	..	..	..	..	..	..	..	2	1	30
Dalhousie College	Halifax	Rev. John Forrest, D. D.	12	21	45	57	32	30	122	42	164	‡ 16	‡ 16	‡ 32	196	19	3	22	..	** 22	81	7	88	27	16	43	..	..	..	†† 343	1818	1108	27	..	7	5	..	12	3	..	..	..	23	..	..	..	77
St. Francis Xavier's Col	Antig'nish	Rev. A Thompson, D. D.	9	3	49	40	17	11	84	33	117	..	1	1	118	6	..	6	..	6	..	..	..	..	‡‡ 8	8	..	..	..	125	1853	93	10	..	..	1	..	..	..	..	..	..	..	..	..	..	11
St. Anne's College	Church Point	Rev. P. M. Dagnaud	11	...	7	9	8	9	33	..	33	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1891	10	3	..	..	..	..	..	..	..	..	..	..	..	..	..	3
		Total 1902	53	31	127	146	85	91	345	104	449	26	20	46	462	28	4	32	..	32	81	7	88	27	24	51	30	4	34	642	....	3028	69	..	15	6	..	12	3	4	..	..	23	1	4	1	188
		" 1901	57	32	155	151	112	93	397	114	511	1	9	10	497	24	4	25	3	28	82	11	93	32	15	47	36	4	40	686	....	2625	75	..	19	4	..	12	2	4	1	1	13	2	7	..	140
		Increase	...	...	..	..	..	..	..	..	..	25	11	36	..	4	..	7	.	4	..	..	..	..	9	4	..	..	..	..	....	403	..	..	..	2	..	..	1	..	..	..	..	10	..	..	1	..
		Decrease	4	1	28	5	27	2	52	10	62	..	..	..	35	..	..	..	3	..	1	4	5	5	..	..	6	..	6	44	....	....	6	..	4	..	..	..	..	..	1	1	..	1	3	..	2

* Exclusive of the Faculty of Law, Law School situated in St. John, N. B.
† Engineering Students.
‡ These include 10 men and 3 women who had taken the B. A. but were attending classes as candidates for a higher degree.
** This includes a B. Sc. who was a candidate for a higher degree
†† 5 Arts students took Law Classes and 1 Medical took Science Classes, consequently 6 were registered in two Faculties.
‡‡ Seven of these included under heading "Students in Arts."

TABLE XXIII.—*Continued. B*—EDUCATIONAL INSTITUTIONS NOT HAVING DEGREE-CONFERRING POWERS.
Statistics for School Year ended Summer of 1902.

County.	Name of Institution.	Place.	Name of Principal.	No. of Teachers.	No. of Pupils corresponding in general attainments to each of the Public School Grades of Nova Scotia as given below.																	
					Kindergarten.	Grade I.	Grade II.	Grade III.	Grade IV.	Grade V.	Grade VI.	Grade VII.	Grade VIII.	Grade IX.	Grade X.	Grade XI.	Grade XII.	Males.	Females.	Total.	Average Daily Attendance.
Annapolis	St. Andrew's School	Annapolis	H. M Bradford, M. A	5	....	....	....	....	3	....	1	1	2	7	10	3	3	28	2	30	.....
Halifax	The Misses Forbes' School	Halifax	Mary F. Forbes	2	....	6	2	6	5	....	4	1	1	....	..	..	....	6	19	25	16
"	Maritime Business College	"	Kaulback & Schurman	9	....	....	....	....	....	....	....	....	....	....	..	..	....	106	128	294	110(about)
"	Halifax Ladies' College	"	Ethelwyn R. Pitcher, B. A	11	....	....	....	5	6	6	15	12	18	23	16	13	*17	..	131	131	123
"	Halifax Conservatory of Music	"	Rev. Robt. Laing, M. A	21	....	....	....	....	....	....	....	....	..	....	..	..	....	38	337	375	112
"	Arnold School	"	.....	....	....	....	....	....	....	....	....	....	....	....	..	..	....	....	....	....	.....
"	Harrow House School	"	.....	....	....	....	....	....	....	....	....	....	....	....	..	..	....	....	....	....	.....
"	Academy of the Sacred Heart	"	.....	....	....	....	....	....	....	....	....	....	....	....	..	..	....	....	....	....	.....
"	Mount St. Vincent Academy	Rockingham	Mother M. Berchmans	16	....	....	....	....	6	8	6	25	22	24	8	10	6	..	115	115	112
Hants	Collegiate School	Windsor	.....	....	....	....	....	....	....	....	....	....	....	....	..	..	....	....	....	....	.....
"	Church School for Girls	"	Blanche L. Lefroy	11	....	....	....	....	4	7	14	....	24	22	..	8	3	....	82	82	82
Kings	Horton Collegiate Academy	Wolfville	H. L. Brittain	9	....	....	....	....	....	....	..	....	....	6	23	18	†31	....	....	....	.....
"	Acadia Seminary	"	Rev H. T. DeWolfe, B.A.	15	‡30	**2	††2	‡‡91	....	....	....	....	....	2	1	8	15	10	141	151	.....
"	Acacia Villa School	Hortonville	A. McN. Patterson, A. M	6	....	....	.	2	....	....	....	....	....	15	20	20	....	54	3	57	57
Pictou	Stella Marie Convent	Pictou	Sr. St. Romula	4	8	10	11	14	10	9	10	12	8	5	7	..	....	....	106	106	35
"	St. John Baptist Academy	New Glasgow	Sr. St. Michael	3	....	13	22	36	12	16	5	....	9	4	2	..	....	42	77	119	83
"	Our Lady of Lourdes School	Lourdes	.....	....	....	....	....	....	....	....	....	....	....	....	..	..	....	....	....	....	.....
			Total 1902	112	8	29	35	63	46	46	55	51	84	108	87	80	27	344	1141	1485	730

* "Specials"—Holding High School Leaving Certificates, and studying Music, Art, Elocution, etc.
† Taking a Business Course.
‡ Course in Pianoforte with Literary studies.
** Voice. †† Art. ‡‡ Special Students.

TABLE XXIV.—PROVINCIAL HIGH SCHOOL EXAMINATION, JULY, 1902.

STATION.	Male Candidates.	Female Candidates.	Total Candidates.	Male XII.					Female XII.					Male XII. (Partial Course).			Female XII (Partial Course).			Male XI.					Female XI.					Male X.			
				Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Received Grade XII.	Received Grade XI.	Received Grade X.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XII.	Passed.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade XI.	Received Grade XI.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.
Amherst	40	61	101	2		1		1												9	7	2			10	4	5		1	8	4	2	2
Annapolis	22	53	75																	1				1	9	4	3	1	1	9	5	2	2
Antigonish	39	57	96						1			1		2		2	1		1	7	4	1	2		9	3	3		3	15	1	3	11
Arichat	5	13	18																	1	1				2	1		1		2	2		
Baddeck	27	37	64																	7	5	1	1		6	3	1	1	1	8	4	1	3
Barrington	7	50	57																	2		1		1	9	4	1	1	3	2	1		1
Berwick	13	61	74																	3	2	1			13	7	3	1	2	4	2	1	1
Bridgetown	18	52	70																	7	5	2			14	7	2	1	4	1	1		
Bridgewater	11	61	72																	1			1		10	4	1	1	4	5	3	1	1
Canso	6	19	25																						4	1			3	1		1	
Chester	6	19	25																	1	1				2	2							
Cheticamp	3	2	5																											2	1		1
Church Point	15	12	27																	3	3				1	1				3	2		1
Digby	26	47	73	1		1								1		1	2		2	3	1	1		1	9	4	1	2	2	10	3	4	3
Glace Bay	10	27	37																						1			1		5	2	1	2
Great Village	17	65	82																	1	1				10	4	1		5	8	6	1	1
Guysboro	7	18	25																	1	1				5	4		1		2	2		
Halifax	106	223	329						3	1	2			3	2	1	7	4	3	21	18	1	1	1	51	27	11	3	10	29	20	6	3
Kentville	21	54	75	1	1				2	1			1	7	2	5	1	1		4	2	1		1	14	6		1	7	2		1	1
Liverpool	20	64	84														2	1	1	4	2	2			14	4	3	2	5	6	4	1	1
Lockeport	15	33	48											2		2				3	1		2		7	3	3		1	3	1	2	
Lunenburg	24	89	113																	7	7				18	8	4	2	4	10	4	4	2
Mabou	12	20	32																	2	1			1	1	1				9	4	2	3

Maitland	14	45	59																				6	6				4	4					2	1	1	
Margaree Forks	11	18	29																				4	3	1			7	3	4							
Mid. Musquodobolt	9	48	57																				2			1	1	10	3	4		3	3	1	1	1
Middleton	19	68	87																				8	4		1	3	20	8	6	3	3	5	3		2
New Glasgow	41	77	118																				7	7				14	7	5		2	9	4	1	4
North Sydney	34	51	85																				8	4	1	1	2	9	5			4	3	2	1	
Oxford	22	64	86																				7	3	2	1	1	13	3	2	1	7	4	3	1	
Parrsboro	17	40	57																				4	3			1	8	3	2	1	2	4		1	3
Pictou	64	81	145	12	5	6	1		1	1				6	1	5	2		2	11	6	3		2	15	7	4		4	14	8	6	
Port Hawkesbury	15	18	33																	2	1			1	2		1		1	7	1	3	3
Port Hood	10	19	29																	4	3		1		1	1				3	2	1	
River John	16	35	51																	4		1	3		3	3	1	3	1	5	1		4
Sheet Harbor	9	33	42																						6	4		2		5	2	2	1
Shelburne	11	26	37																	3	1	2			4		3		1	4	3		1
Sherbrooke	5	13	18																	1		1			1			1		2	1	1	
Springhill	11	30	41																	3	1	1		1	5	1		2	2	6	4	2	
Stellarton	16	26	42																	1		1			2				2	7	4	2	1
St. Peters	18	18	36																	4		1	3		2	2				6	5	1	
Sydney	19	27	46											2		2	1		1	3	2		1		3		1	1	1	3		1	2
Tatamagouche	8	42	50																	1		1			6	3		2	1	3	1	1	1
Truro	74	146	220	4	1	2		1	5	3			2	4	1	3	4	1	3	18	9	4	2	3	38	22	8	3	5	20	13	4	3
Upper Stewiacke	9	16	25																	1	1				1				1	1			1
Westport	8	24	32																	2	2				5	3		1	1	4	3		1
Windsor	26	68	94																	8	5			3	11	7	2		2	5	4	1	
Wolfville	24	54	78																	1				1	12	8	1	1	2	14	6	5	3
Yarmouth	41	90	131											2		2				6	4		1	1	20	11	2	6	1	9	8	1	
Total 1902	1021	2314	3335	20	7	10	1	2	12	6	2	1	3	29	6	23	20	7	13	207	127	32	22	26	446	210	68	46	102	292	152	70	70
" 1901	1093	2377	3470	34	24	5	3	2	18	14	3	1		27	9	18	27	8	19	240	132	48	18	42	455	254	88	31	82	319	150	85	84
Increase						5							3	2		5							4					15	20		2		
Decrease	72	63	135	14	17		2		6	8	1				3		7	1	6	33	5	16		16	9	44				27		15	14

TABLE XXIV.—PROVINCIAL HIGH SCHOOL EXAMINATION JULY, 1902.—*Continued.*

STATION.	Female X.				Male IX.			Female IX.																								
	Candidates for Grade X.	Received Grade X.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Candidates for Grade IX.	Received Grade IX.	Failed.	Total received Grade XII.	Total failed Grade XII.	Total received Grade XII "Partial."	Total failed Grade XII "Partial."	Received Grade XI on Grade XII examination.	Received Grade XI on Grade XI examination.	Total received Grade XI.	Total failed Grade XI.	Received Grade X on Grade XII examination.	Received Grade X on Grade XI examination.	Received Grade X on Grade X examination.	Total received Grade X.	Total failed Grade X.	Received Grade IX on Grade XI examination.	Received Grade IX on Grade X examination.	Received Grade IX on Grade IX examination.	Total received Grade IX.	Total failed Grade IX.	Total received certificates.	No. received Grade applied for.	No. Received one Grade lower than applied for.	No. received second Grade lower than applied for.	Total number failed.
Amherst	24	13	7	4	21	13	8	27	14	13	..	1	..	..	1	11	12	1	....	7	17	24	6	....	9	27	36	21	72	55	17	....	29
Annapolis	20	9	4	7	12	2	10	24	6	18	..	..	..	..	....	4	4	2	....	3	14	17	9	1	6	8	15	28	36	26	9	1	39
Antigonish	20	6	9	5	15	6	9	26	2	24	..	..	..	3	....	7	7	3	1	4	7	12	16	2	12	8	22	33	41	22	16	3	55
Arichat	3	3	....	....	2	....	2	8	6	2	..	..	..	..	....	2	2	....	....	....	5	5	....	1	....	6	7	4	14	13	....	1	4
Baddeck	17	6	5	6	11	1	10	15	2	13	..	..	..	..	....	8	8	1	....	2	10	12	9	2	6	3	11	23	31	21	8	2	33
Barrington	17	6	4	7	3	....	3	24	7	17	..	..	..	..	....	4	4	4	....	2	7	9	8	1	4	7	12	20	25	18	6	1	32
Berwick	28	14	7	7	6	1	5	20	4	16	..	..	..	..	....	9	9	2	....	4	16	20	8	1	8	5	14	21	43	30	12	1	31
Bridgetown	22	10	6	6	10	5	5	16	9	7	..	..	..	..	....	12	12	4	....	4	11	15	6	1	6	14	21	12	48	37	10	1	22
Bridgewater	15	9	3	3	5	1	4	36	13	23	..	..	..	..	....	4	4	4	....	1	12	13	4	2	4	14	20	27	37	30	5	2	35
Canso	3	....	3	....	5	1	4	12	1	11	..	..	..	..	....	1	1	3	....	....	....	....	....	....	4	2	6	15	7	3	4	....	18
Chester	9	7	....	2	5	2	3	8	2	6	..	..	..	..	....	3	3	....	....	....	7	7	2	....	....	4	4	9	14	14	....	....	11
Cheticamp	....	....	....	....	1	1	....	2	....	2	..	..	..	..	....	....	....	....	....	....	1	1	1	....	....	1	1	2	2	2	....	....	3
Church Point	3	2	....	1	9	6	3	8	....	8	..	..	..	..	....	4	4	....	....	....	4	4	2	....	....	6	6	11	14	14	....	....	13
Digby	14	5	2	7	12	2	10	21	8	13	..	..	..	3	1	5	6	3	....	2	8	10	10	2	6	10	18	23	34	23	9	2	39
Glace Bay	11	3	5	3	5	1	4	15	....	15	..	..	..	..	....	....	....	....	....	....	5	5	5	1	6	1	8	19	13	6	6	1	24
Great Village	24	6	11	7	8	..	8	31	11	20	..	..	..	..	....	5	5	5	....	1	12	13	8	....	12	11	23	28	41	28	13	....	41
Guysboro	7	3	4	....	4	2	2	6	2	4	..	..	..	..	....	5	5	....	....	....	5	5	....	1	4	4	9	6	19	14	4	1	6
Halifax	55	38	13	4	53	22	31	107	53	54	1	..	6	4	2	45	47	11	....	12	58	70	7	4	19	75	98	85	222	185	33	4	107
Kentville	14	4	4	6	7	1	6	23	3	20	2	1	3	5	....	8	8	8	....	1	4	5	7	1	5	4	10	26	28	21	6	1	47
Liverpool	20	11	5	4	10	6	4	28	11	17	..	..	1	1	..	6	6	5	....	5	15	20	5	2	6	17	25	21	52	39	11	2	32
Lockeport	8	1	4	3	7	....	7	18	4	14	..	..	..	2	....	4	4	1	....	3	2	5	3	2	6	4	12	21	21	10	9	2	27
Lunenburg	30	17	8	5	7	6	1	41	11	30	..	..	..	..	....	15	15	4	....	4	21	25	7	2	12	17	31	31	71	53	16	2	42
Mabou	1	....	....	1	1	....	1	18	13	5	..	..	..	..	....	2	2	1	....	....	4	4	4	....	2	13	15	6	21	19	2	....	11
Maitland	18	7	7	4	6	....	6	23	5	18	..	..	..	..	....	10	10	....	....	....	8	8	4	....	8	5	13	24	31	23	8	....	28
Margaree Forks	1	1	....	....	7	1	6	10	3	7	..	..	..	..	....	6	6	....	....	5	1	6	....	....	....	4	4	13	16	11	5	....	18

Mid. Musquodoboit	17	10	3	4	4	....	4	21	10	11	....	....	....	....	....	3	3	4	....	4	11	16	5	1	4	10	15	15	33	24	8	1	24
Middleton	15	3	3	9	6	....	6	33	6	27	....	....	....	....	....	12	12	6	....	6	6	12	11	4	3	6	13	33	37	24	9	4	50
New Glasgow	29	16	6	7	25	6	19	34	6	28	....	....	....	....	....	14	14	2	....	5	20	25	11	....	7	12	19	47	58	46	12	....	60
North Sydney	15	6	4	5	23	6	17	27	8	19	....	....	....	....	....	9	9	6	....	1	8	9	5	1	5	14	20	36	38	31	6	1	47
Oxford	24	13	6	5	11	5	6	27	11	16	....	....	....	....	....	6	6	8	....	4	16	20	5	2	7	16	25	22	51	38	11	2	35
Parrsboro	13	6	6	1	9	2	7	19	5	14	....	....	....	....	....	6	6	3	....	2	6	8	4	1	7	7	15	21	29	19	9	1	28
Pictou	25	10	6	9	21	4	17	38	10	28	6	..	1	7	6	13	19	6	1	7	18	23	9	....	12	14	26	45	78	52	25	1	67
Port Hawkesbury	7	3	3	1	6	1	5	9	4	5	....	....	....	....	....	1	1	2	....	1	4	5	4	....	6	5	11	10	17	10	7	....	16
Port Hood.....	4	2	1	1	3	....	3	14	4	10	....	....	....	....	....	4	4	....	....	....	4	4	1	1	2	4	7	13	15	12	2	1	14
River John	12	3	2	7	7	....	7	15	6	9	....	....	....	....	....	3	3	1	....	2	4	6	11	6	2	6	14	16	23	18	4	6	28
Sheet Harbor	9	5	....	4	4	2	2	18	3	15	....	....	....	....	....	4	4	....	....	....	7	7	5	2	2	5	9	17	20	16	2	2	22
Shelburne	9	5	3	1	4	2	2	13	6	7	....	....	....	....	....	1	1	1	....	5	8	13	2	....	3	8	11	9	25	17	8	....	12
Sherbrooke	2	1	1	....	2	....	2	10	....	10	....	....	....	....	....	....	....	....	....	1	2	3	....	1	2	....	3	12	6	2	3	1	12
Springhill	6	3	2	1	2	1	1	19	6	13	....	....	....	....	....	2	2	3	....	1	7	8	1	2	4	7	13	14	23	16	5	2	16
Stellarton	5	2	3	....	8	4	4	19	6	13	....	....	....	....	....	....	....	2	....	1	6	7	1	....	5	10	15	17	22	16	6	....	20
St. Peter's.....	9	2	5	2	8	1	7	7	....	7	....	....	....	....	....	2	2	....	....	1	7	8	2	3	6	1	10	14	20	10	7	3	16
Sydney	11	4	3	4	11	1	10	12	2	10	....	....	....	3	....	2	2	1	....	1	4	5	6	2	4	3	9	20	16	9	5	2	30
Tatamagouche	8	3	2	3	4	2	2	28	11	17	....	....	....	....	....	3	3	1	....	1	4	5	4	2	3	13	18	19	26	20	4	2	24
Truro	42	17	11	14	28	12	16	57	24	33	4	3	2	6	2	31	33	8	....	12	30	42	17	5	15	36	56	49	137	103	29	5	83
Upper Stewiacke.....	8	4	1	3	7	1	6	7	2	5	....	....	....	....	....	1	1	1	....	....	4	4	4	....	1	3	4	11	9	8	1	....	16
Westport	8	6	2	....	2	1	1	11	6	5	....	....	....	....	....	5	5	1	....	....	9	9	1	1	2	7	10	6	24	21	2	1	8
Windsor	20	10	5	5	13	8	5	37	18	19	....	....	....	....	....	12	12	5	....	2	14	16	5	....	6	26	2	24	60	52	8	....	34
Wolfville	15	8	4	3	9	4	5	27	4	23	....	....	....	....	....	8	8	3	....	1	14	15	6	1	9	8	18	28	41	30	10	1	37
Yarmouth	35	18	6	11	24	9	15	35	14	21	....	....	..	2	....	15	15	2	..	2	26	28	11	7	7	23	37	36	80	64	9	7	51
Total 1902.....	732	341	199	192	473	152	321	1104	362	742	13	5	13	36	12	337	349	128	2	120	493	615	262	68	269	514	851	1063	1841	1370	401	70	1494
" 1901.....	805	369	244	192	473	189	284	1072	380	692	38	2	17	37	8	386	394	124	4	136	519	659	276	49	329	509	947	976	2055	1529	473	53	1415
Increase.....	....	....	....	....	....	....	87	32	....	50	..	3	..	..	4	....	....	4	....	....	..	....	....	19	....	....	....	87	....	....	....	17	79
Decrease	73	28	45	....	....	37	....	....	18	....	25	..	4	1	....	49	45	..	2	16	26	44	14	....	60	55	96	....	214	159	72	....	....

TABLE XXV.—EXPENDITURE OF GOVERNMENT FUNDS FOR COMMON SCHOOLS, COUNTY ACADEMIES, &c

For the Fiscal Year ended September 30th, 1902.

Counties.	Population.	Common Schools. No. of Schools in session.	No. of Pupils registered.	Sum of Government Grants.	Cost to Government per pupil.	County Academies.	Total assignable to Counties.
Annapolis	18842	125	4438	$10866 80	$2 45	$300 00	$11166 80
Antigonish	13617	85	2957	6667 08	2 25	900 00	7567 08
Cape Breton	48361	173	9159	13368 92	1 46	600 00	13968 92
Colchester	24899	159	5864	13192 05	2 25	1100 00	14292 05
Cumberland	36169	211	8889	*17042 30	1 91	600 00	17642 30
Digby	20322	110	4822	8126 10	1 68	600 00	8726 10
Guysboro	18320	90	3548	† 6255 76	1 76	300 00	6555 76
Halifax City	40787	145	7812	14478 08	1 85	1100 00	15578 08
Halifax County	33830	159	7215	11898 04	1 64	.....	11898 04
Hants	20056	126	4682	10282 18	2 19	300 00	10582 18
Inverness	24746	136	5151	9027 46	1 75	300 00	9327 46
Kings	21937	128	5010	10852 03	2 16	600 00	11452 03
Lunenburg	32389	180	7601	13364 19	1 76	600 00	13964 19
Pictou	33459	179	6577	14473 40	2 20	900 00	15373 40
Queens	10138	61	2112	4629 49	2 19	300 00	4929 49
Richmond	13515	65	2782	4403 11	1 58	300 00	4703 11
Shelburne	14290	83	3253	6576 53	2 02	300 00	6876 53
Victoria	10571	60	2023	4207 83	2 08	....	4207 83
Yarmouth	22868	119	5164	10285 11	1 99	600 00	10885 11
Total 1902	459116	2394	99059	$189996 46	$1 91	$ 9700 00	$199696 46
" 1901	459116	2387	98410	189895 23	1 92	10000 00	199895 23
Increase	.....	7	649	$ 101 23	.....	.....	.....
Decrease	.....	.....	.....	.....	$0 01	$300 00	198 77

*Less refund $10.05. †Less refund $55.61. Total refund Common Schools $65.66.

Other Services and Total Government Expenditure for Education.	
Inspectors' Salaries	$ 13900 00
" Stationery, Postage, etc	525 00
Examination (net)	4123 14
Travelling Expenses—Normal School Students	2551 59
Salaries—(Education Office)	3900 00
Travelling Expenses—Superintendent	400 00
Office Expenses—Registers, Register Covers, Postage, Expressage, Telegrams, Stationery, etc	1139 58
Total	26539 31
Last Column (Less $65.66 Common Schools Refund)	199630 80
Total Public Schools 1902	226170 11
Institution for Deaf and Dumb	6675 00
Halifax School for the Blind	5437 50
Normal School	11154 33
School of Agriculture	1600 00
Government Night Schools	540 05
Mechanic Science	8525 30
Domestic "	2359 35
Supervision Domestic Science Schools	54 33
Summer School of Science	100 00
Total Government Expenditure 1902	$257615 97
" " 1901	254778 17
Increase	2837 80

TABLE XXVI.

CONSPECTUS OF M. P. Q. EXAMINATION RESULTS BY STATIONS.

STATION.	1901.					1902.				
	Total.	Rank of Candidates.			Failed.	Total.	Rank of Candidates.			Failed.
		First.	Second.	Third.			First.	Second.	Third.	
Amherst	17	4	10	3	....	6	....	2	4	....
Annapolis	10	1	7	2	....	5	....	2	3	....
Antigonish	28	5	10	11	2	20	....	3	8	9
Arichat	1	....	....	1	....	3	....	2	1	....
Baddeck	18	2	7	6	3	11	....	3	2	6
Barrington	8	....	8	....	....	5	....	3	2	....
Berwick	7	....	7	....	....	8	....	4	4	....
Bridgetown	23	6	16	1	....	7	....	4	3	....
Bridgewater	13	2	10	1	....	8	....	3	2	3
Canso	4	1	3	....	....	2	....	....	2	....
Chester	....	....	....	....	....	2	....	....	2	....
Cheticamp	3	1	....	2	....	2	....	1	1	....
Church Point	5	....	5	....	....	4	....	1	3	....
Digby	12	2	7	3	....	11	1	4	5	1
Glace Bay	11	....	6	4	1	4	....	2	2	....
Great Village	8	4	4	....	....	10	....	5	5	....
Guysboro	5	2	3	....	....	5	....	1	1	3
Halifax	38	17	19	2	....	42	5	26	10	1
Kentville	8	8	5	....	....	12	1	6	4	1
Liverpool	20	3	13	4	....	7	1	4	2	....
Lockeport	7	1	4	2	....	7	1	5	1	....
Lunenburg	21	2	16	3	....	13	....	5	7	1
Mabou	10	1	8	....	1	3	....	2	....	1
Maitland	2	1	1	....	....	6	....	3	2	1
Margaree Forks	15	2	8	4	1	15	....	6	6	3
Middle Musquodoboit	8	1	2	5	....	11	1	5	2	3
Middleton	9	....	8	1	....	8	....	6	2	....
New Glasgow	21	4	13	4	....	20	2	12	5	1
North Sydney	3	1	2	....	....	8	....	5	2	1
Oxford	20	5	14	1	....	7	....	7	....	....
Parrsboro	15	2	10	3	....	8	....	3	4	1
Pictou	23	12	11	....	....	17	3	8	3	3
Port Hawkesbury	6	1	5	....	....	10	....	1	7	2
Port Hood	3	1	2	....	....	5	....	2	2	1
River John	14	5	8	....	1	9	....	3	4	2
Sheet Harbor	12	1	8	1	2	8	....	2	4	2
Shelburne	9	3	6	....	....	6	....	3	2	1
Sherbrooke	5	2	3	....	....	....	....	....	....	....
Springhill	1	1	....	....	....	3	....	1	2	....
Stellarton	1	....	....	1	....	4	....	3	1	....
St. Peter's	10	1	7	2	....	6	....	....	2	4
Sydney	13	1	4	6	2	6	....	2	1	3
Tatamagouche	12	1	10	1	....	4	1	1	2	....
Truro	27	9	17	1	....	15	....	9	5	1
Upper Stewiacke	10	1	7	2	....	2	....	....	1	1
Westport	4	2	1	1	....	5	1	1	1	2
Windsor	11	5	5	1	....	12	....	8	3	1
Wolfville	5	1	3	1	....	9	2	3	3	1
Yarmouth	8	3	5	....	....	7	....	1	5	1
Total	544	123	328	80	13	408	19	188	145	61

TABLE XXVII.

Summary of Government Grants for Education for the Fiscal year ended September 30th, 1902.

Provincial Aid to Teachers	$189,930 80
Normal School	11,154 33
Institution for Deaf and Dumb	6,675 00
School for the Blind	5,437 50
County Academy Grants	9,700 00
Inspection	14,425 00
Expenses (Office)	1,139 58
Salaries (Office)	3,900 00
Travelling Expenses, Superintendent	400 00
Examination (Gross)	5,820 04
School of Agriculture	1,600 00
Travelling Expenses, Normal School Students	2,551 59
Government Night Schools	540 05
Mechanic Science	3,525 30
Domestic Science	2,413 68
Summer School of Science	100 00
	$259,312 87
Less Examination Fees	1,696 90
	$257,615 97

PART III.

APPENDICES.

APPENDIX A.

PROVINCIAL NORMAL SCHOOL.

PRINCIPAL'S REPORT.

A. H MACKAY, ESQ., LL. D., F. R. S. C., ETC.,

Superintendent of Education.

SIR,—I have the honor to submit the following report on the affairs of the Provincial Normal School during the school year ended July 31st, 1902.

The lengthening of the yearly session of the Provincial Normal School, some time under consideration by the Honorable Council of Public Instruction, it was hoped to effect during the school year just closed; and, with this end in view, the opening of classes was advertised in the school calendar for the first Wednesday of October. Unforeseen delays occurring, however, in the completion of the town sewer system made it necessary to postpone the opening until the usual third Wednesday of the month, leaving the alteration of the date of opening to take effect next year. As to the wisdom of lengthening the period of training for teachers there would seem at first thought to be no doubt. Suggestions have even been made for the lengthening of the course by a full year. Beyond question, the training received by a candidate in a two years' course would much exceed in scope and intensity that procurable under existing regulations; but it is doubtful whether so long, and consequently so expensive, a course would receive the patronage of prospective teachers. The low rate of remuneration for public-school teachers would hardly justify the expense to which candidates would be put; the attention of capable young men and women would for the most part be directed to other pursuits equally remunerative and more accessible; and the schools of the province would, to an even greater extent than is at present the case, come under the administration of untrained and unskilful teachers.

The proposed two weeks' lengthening is a cautious experiment, and, moderate as its value may appear as an addition to the eight months' term of the "B" and "A" candidates, it has considerable

significance to the "D" candidate, whose course is thereby *lengthened from fourteen to sixteen weeks,* and whose opportunities *for improvement are increased in* like ratio. It is hardly to be *feared that the expense of two* additional weeks' sojourn at school *may prove deterrent to intending* pupils. This year, at all events, *the number of applicants for* admission to the "D" class was greater *than that of last year, and* these applications were made on the *understanding that school* should open on October 2nd, instead of *October 16th.*

The importance of lengthening the term by even so little as two *weeks will be appreciated* when it is explained that the great *majority of our pupils* come to us with undigested and unapplied *book-knowledge,* with no training in experimental science or in field-*work, with slight* knowledge of drawing and music, with vague *notions of composition* and voice culture. These pupils are, never-*theless, in the main,* possessed of good intellectual ability and moral *worth.* What they have lacked is opportunity—intelligent, pur-*poseful direction* and good example. They apply themselves with *zeal.* Every week counts; and every additional week that can be *given them* at the Normal School multiplies its good results *infinitely.*

Of student-teachers from other than rural schools the proportion is not large, varying between twenty and thirty per cent. It will surprise no one to hear that young men and women brought up in our towns will not often accept positions in country schools. Unless there is a prospect of a position in the town, the high school graduate does not willingly take up the career of teaching. Hence, the rural districts must look to their own youth to man their schools; and this implies that the rural schools are in most cases administered by teachers whose schooling was much inferior to that of the town or village-bred youth. Doubtless, it is possible for such teachers to rise superior to the obstacles of defective early training; still, in practice it is found that not many do so.

Several circumstances contributed to make the work of the past year more profitable than that of the preceding one. In the first place, the attendance of students, though large, was not beyond the capacity of the staff to bestow considerable individual attention both in class-work and in teaching-practice. The total number of candidates for Academic, First, and Third Rank diplomas present during the first three and a half months of the session was one hundred and twenty-five as compared with one hundred and sixty-two in the foregoing year. The personnel of the school, moreover, received a welcome addition in Dr. Hall, who had been in Europe on leave during the preceding year, and whose return to duty permitted a desirable division of labour. Dr. Hall resumed conduct of classes in geography, psychology, and history of education, at the same time assisting in the supervision of teaching-practice. The facilities

for instruction were further increased by the opening of the new Science Building intended to serve the purposes of the School of Agriculture and the Provincial Normal School. The adequate equipment of our laboratories enabled each student to conduct some of those scientific investigations in chemistry, physics, biology and kindred sciences upon which are based the nature-teaching and science instruction of the schools. The value of laboratory and field work is not likely to be overestimated. It lies not so much in the amount of knowledge obtained as in the perception of what knowledge is, how it is obtained, and, therefore, how knowledge at first hand differs from mere information. One may justly expect that pupil-teachers who have been enlightened in this regard will manifest a proper dissatisfaction with those antiquated methods of imparting knowledge still pursued by the unskilful, and will in time oust the latter from their holds. The training in what may be called "research" methods will react upon every department of their future school work. For it is not too much to hope that the mind accustomed to seek ultimate causes in Nature's processes will be moved by habit to investigate, compare, and reason in all human affairs; and thus we may even look for improved methods in geography, history, and literature, as an outcome of rational training in the so-called "natural" sciences.

Of the school subjects closely associated with laboratory and field work in the biological sciences, drawing is perhaps the one that presents the most obvious relation. The development which it gives to the perceptive faculties is an aid upon which the prudent nature-instructor greatly depends; for visualising power is the product not solely of passive observation but of observation allied with reproductive effort; and prompt, accurate visualisation is an important condition of memory, invention and construction whether in science or in art. Taking this view of the subject, we have allotted more time than is usual to drawing in ink and pencil, to brush-work in monochrome and colors, and to clay modeling, and the results of the term's work appear to justify our procedure. In support of this conclusion it may be mentioned that towards the end of May our school undertook to prepare an exhibit for the Nature Study Exhibition organized this summer in London, G. B. The time for preparation was short, the exhibits requiring to be delivered before the end of June. Some timidity was expressed by those who feared to enter into competition with the English-speaking world. A good exhibit was, nevertheless, got ready in time and without extraordinary effort, and it is gratifying to know that it received a diploma in the class of "Best Collective Exhibits." The articles sent were numerous, comprising mounted specimens to illustrate the life history of certain native insects, a collection of economic minerals of Nova Scotia, a large collection of native woods mounted and classified, raised maps in pulp, a meteorological chart for the month of May, an industrial map of our province, a large collection of drawings from nature in ink and colors to illustrate appended lessons in natural history, col-

lections of buds and barks of native trees with detailed study of the same, as well as photographs of the school and its equipment, of the Experimental Farm, and of localities in the vicinity of Truro frequented by nature-students. For the photographs, which showed some rarely beautiful glimpses of Nova Scotian scenery, we are mainly indebted to Mr. Matthews of the Macdonald School. The rest of the exhibit was wholly the work of pupils of the Normal School.

Without dwelling too long upon methods, I may be permitted to remark that our instructors are zealous in their endeavor to make all school work bear upon the affairs of the outer world; to correlate in this way the seemingly disconnected departments of knowledge; and to impart by example and precept clearer perceptions of life in its manifold relations.

Among the circumstances contributory to the success of the year's work I ought not to omit the extensive improvements made during vacation in the interior of the main building. The hardwood flooring laid in the corridors and assembly-hall have to some extent alleviated the dust nuisance. The light paint and kalsomine laid on walls and ceilings have relieved the dismal aspect of rooms formerly painted in sombre colors. The teachers' room and the sanitary additions in cloak-rooms and closets are long-felt needs now supplied. The library has been enlarged by throwing in with it an adjacent unused room, more accommodation being thus placed at the disposal of librarian and readers. Lastly, we have now, in addition to the splendid biological and chemical laboratories in the Science Building, a convenient and fairly well equipped laboratory for experimental physics. The former chemistry room has been refitted for this purpose, and the insufficient apparatus has been increased by the purchase of some of the most necessary appliances for demonstrating physical principles. Until, however, a stock of apparatus is available sufficient to enable each student to participate in all the experiments, the equipment cannot be considered complete. At no distant date new flooring will be required in some of the classrooms; but, in the meantime, even the least attractive of the rooms are fairly presentable. No one will question the desirability of maintaining a high standard in the equipment and outward appearance of a Normal School, for it is here that teachers and trustees should be able to look for a model of what a school should be materially as well as intellectually.

The Science Building was ready for occupancy at the opening of school, and I am glad to report that no defects in construction and permanent equipment have been noted except in the green-house. There, some slight alterations and additions will remove the trouble caused by a smoking chimney and by the great wind-pressure on an unnecessarily large surface of glass. The ventilation, lighting and furnishing of the building and the apparatus of laboratory and

class-rooms are excellent, constituting an equipment not easily surpassed. Indeed, in no country is there, I believe, a Normal School of the same grade more complete as to *materiel*, or one that gives a more comprehensive practical training than our own. If the better class of our graduates suffer by comparison with those of other countries,—an hypothesis which I have reason to doubt,—the inferiority is attributable to the brevity rather than to the quality of their training; and it is a matter for public congratulation that the Council of Public Instruction has spared no effort and no reasonable expense to man the public schools with teachers who in respect of professional fitness compare favorably with those of older, richer and more populous communities.

In April, the retirement of Mr. Lee Russell from the teaching staff was followed by the appointment of Mr. Leslie C. Harlow, a teacher of experience who had lately completed the courses in Science and Agriculture at Cornell University. With admirable skill Mr. Harlow has taken up the work of his predecessor, and by developing an attractive course of field-study applicable to common schools has given specific direction to the efforts of our student-teachers. A like aim—that of bringing the more advanced knowledge of the high school to bear upon common school instruction—has been definitely pursued by every member of the staff; for it is a well understood principle that the foundation of advanced study as well as of success in other pursuits must be laid in the common school.

In estimating the value to the country of an efficiently trained corps of teachers there are several considerations likely to be overlooked. In our country the great majority of teachers are young women who pursue the calling of teaching for only a few years. It is in the proper and usual order of things that the most of these young Normal School graduates, skilled in the science of housewifery and in the manual arts, to say nothing of their experience in the training of children, should find their subsequent destiny in marriage. Great as is the consequent loss to the teaching profession, the country has gained somewhat in the acquisition of intelligent matrons such as these, diffusers of culture not only in the home but throughout the larger circle of their environment. Further, as the teacher of a rural school—and the great majority of our schools are rural—she is, or ought to be, one of the commanding influences among the adult population of the district. The propaganda of education, of new and intelligent ideas of household science, dairying, arboriculture, and even of farming, ought to be understood as within her sphere. Without any absurd pretensions, the teacher ought to realise that there are communities so consciously behindhand in agriculture, dairying, and other industries as to ensure a ready welcome to her advice and aid judiciously offered.

Touching the subject of agriculture, I have the pleasure to report

that in addition to the affiliated course in the School of Agriculture given to our students by Prof. Smith, Mr. Fuller, manager of the Experimental Farm, conducted a series of demonstrations during six weeks of last winter, dealing with the topics of milk-testing, the making and marketing of butter, the judging and selecting of dairy cows, and the drainage and preparation of farm land. The farm itself, with its admirable system of under and surface-drainage, its model dairy, and its selected stock, afforded impressive illustration of the principles studied in the School of Agriculture and in Mr. Fuller's discourses.

From what has been said concerning the natural sciences and other studies at the Provincial Normal School it will be inferred that the effort here is not to advance abstract principles beyond the stages reached in the High School Course. The energies of the pupil-teachers are sufficiently taxed by the endeavor to interpret and illustrate the accepted truths of the High School, to verify this knowledge, and to arrange it to suit their future needs as teachers.

Manual Training was elected by a considerable number of female students, providing as it is bound to do, a pleasant as well as useful recreation after studies which fail to engage sufficiently the hand. Two years' experience of this department of work has, however, led me to question the prudence of continuing that form of Manual Training at present offered to our pupil-teachers and to suggest that the course be so modified as to admit of its universal application in our common schools. The present system of exercises involving the use of carpentry tools will never satisfy conditions either in the rural school or in the lower grades of the town school; and, consequently, it has little direct value for the pupil-teacher who is looking forward to service in such schools. There are other forms of manual exercises better suited to juvenile hands than sawing and planing, and at the same time possible of adoption in every school. Even the old-time paper and card cutting and folding would accomplish some results. Here and there is to be found a teacher who has continued to practice the pupil in these operations, and with such avail as to encourage one to desire their retention as an effective part of the curriculum. Before the days of educational wood-work the Provincial Normal School used to teach this form of Manual Training; kindergartners have never ceased to employ it. As equivalent, clay-modeling has been suggested; so have outline and perspective drawing. The latter already occupy an undisputed place of their own in the curriculum, but they deal with appearance more than with substance. Against clay-modeling is urged the objection that the preparation of materials and the clearing-up after operations consume much time—an argument of doubtful validity and one that we may expect to have brought against any form of hand-work.

Teaching-practice and observation in the public schools of Truro

have proceeded after the system outlined in my last year's report. The practical character of a training based upon observation of the actual operation of schools by efficient teachers requires no setting forth. The public school teachers whose departments are opened to us have always manifested a sympathetic and helpful attitude towards the inexperienced pupil-teacher, and the relations between officials, pupil-teachers, and public school pupils have been uniformly pleasant. The excellent discipline maintained in the public schools contributes no little to the good results accruing under the present system of training for pupil-teachers.

Military drill was conducted during the session by Mr. Otto Cossitt, a candidate for First Rank diploma and an efficient instructor. Classes in calisthenics are compulsory for all students, and the net effects of the physical training are best estimated by a comparison of the carriage and presence of students at the beginning and at the close of the school year. The contrast is a striking testimony to the value of example and of these simple physical exercises so easily practised in any school.

Some direct effort, too, has been steadily expended in aesthetic culture, especially in the drawing classes. A beginning has been made in the decoration of one of the class-rooms with photographic and plaster reproductions of classic works of art. As such reproductions can be had nowadays at inconsiderable expense, they should form an essential part of the furnishing of a school room; and, indeed, they have come to be so regarded in all progressive communities. The association of masterpieces of art with everyday school life has a purpose akin to that of the study of literature, and is more needed in new countries than in those ancient seats of culture which teem with the productions of architects, painters and sculptors. As in the study of literature, the moral influence is too evasive for estimate, but that it is real, though indefinable, will hardly be questioned. Still another adornment has been added in the lawn and grounds laid out last summer around the Science Building. The planting here of hedges, shrubberies, trees and flowers will form fitting occupation for future Arbor Days. In this connection, I desire to say that the shabby premises at the front of the Science Building are an eyesore, and I would respectfully suggest that the purchase of the two properties intervening between this building and the town engine-house would be a prudent investment, possible now, and perhaps impossible at a later period when the necessity of extension of the Normal School premises might make their acquisition very desirable. The removal of the unsightly buildings to the west of the school would open up a handsome outlook, affording room for a school garden or for future addition to buildings. At present the boundary approaches so close to our furnace-room as to leave insufficient room for an ash-pit, and the resulting unsightliness of the western side of the school property is a subject of common regret.

The health and morals of the school have been uniformly excellent, and sanitary conditions are much bettered by the excellent ventilation of the new building and by the improvements and repairs made in the main building.

On several occasions the routine of the school was agreeably interrupted. Arbor and Empire Days were celebrated with becoming enthusiasm, while the proclamation of peace in South Africa called forth a spontaneous demonstration of feeling creditable to all concerned. The day was celebrated by patriotic addresses and songs, by the decoration of the grounds and buildings, and by a review and *feu de joie* by the cadet corps, which is now armed with the Martini-Henri rifle. Closing-day exercises were of the usually pleasing and inspiring character. Among the participants were the Superintendent of Education, the Hon. the Attorney-General, Hon. Angus MacGillivray, Hon. F. A. Laurence, Ex-Principal Calkin, Rev. P. Dagnaud, of Ste. Anne's College, Mr. W. E. Maclellan, Dr. G. U. Hay, and Dr. Adams, Professor of Education in London University.

The year's work has not ended, however, with the closing exercises just referred to. A summer session is at present being conducted for the benefit of teachers employed in sections where the vernacular is French, the Council of Public Instruction having lately made provision for a special five weeks' course, beginning July 15th, in order that these teachers may receive specific instruction in methods of language teaching. Twenty-six teachers from Acadian schools are in attendance on the classes, which are under the immediate conduct of Mr. J. A. Benoit, of the staff of the Provincial Normal School. The particular aim of the course is to familiarize bilingual teachers with the modern conversational method of teaching language, and thus to aid them in introducing spoken English into even the lowest grades of the schools of French-speaking communities. Teachers in attendance are privileged also to participate in the laboratory, field and class-work of the Summer School of Agriculture now in session, and all have been enrolled in one or more of these departments.

From the general tenor of my report the reader may correctly infer that the work of the session of 1901-02 has been successful—relatively, at least; that is to say, relatively to the conditions imposed upon a school whose courses are limited, at longest, to one year, and whose matriculates have been subjected to no selective process other than that of the high-school "pass" examinations. It is unavoidable that there should be an appreciable proportion of failures; equally so, that the standard of graduation should be low. In each list of graduates there may always, indeed, be found some whose certification was of doubtful expediency; but, manifestly, in the present state of educational affairs, where the teacher's services are so poorly remunerated, it would be a mistake to pitch the

Normal School standard of graduation very high. Such a course would greatly reduce the attendance, many teachers preferring to enter service with a lower class of license rather than to undertake the expense of a Normal School course where the risk of failure was considerable. It even remains to be seen whether the present endeavor to stiffen the course and to raise the standard for diplomas may not act unfavorably upon future enrolments.

Appended is a list of students in the various classes, in which is specified the rank of diploma obtained by each successful candidate; also, a list of teachers in attendance on the classes for bilingual teachers in Acadian schools. Exclusive of the latter the enrolment for the year was one hundred and eighty-two, distributed as follows: five candidates for Academic rank; eighty-three for First rank; fifty-four for Second rank; and forty for Third rank. Of these one received Academic diploma; fifty-six, First rank diplomas; sixty-six, Second rank diplomas; and forty-five, Third rank diplomas. Forty-two of the diplomas entitle the candidate to promotion after one year's successful teaching. During the year eight promotions from First to Academic rank were granted, nineteen from Second to First rank, and eight from Third to Second rank.

The expenses for the year, exclusive of salaries, amounted to $1943.58, fuel and light costing $752.60, janitorial services, $559.45, and contingencies $631.53, vouchers for all of which have been transmitted.

I have the honor to be, sir,

Your obedient servant,

DAVID SOLOAN,

Principal.

Provincial Normal School, Truro, N. S., July 31st, 1902.

LISTS OF STUDENTS 1901-02 WITH DIPLOMA AWARDS.

QUALIFIED FOR ACADEMIC DIPLOMA.

Rev. Aug. Felix Amirault, B.A..Church Point....Digby.

QUALIFIED FOR ACADEMIC DIPLOMA AFTER ONE YEAR OF SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED DIPLOMA OF FIRST RANK.

Thomas Gallant.....Belle Cote .....Inverness.
Elbert Judson Whitman .....New Albany ....Annapolis.

QUALIFIED FOR FIRST RANK DIPLOMA.

Christina Allen .....Dartmouth .....Halifax.
Edgar Ivey Angus.....Linden.....Cumberland.
Lillie May Boak.....Halifax .....Halifax.
Annie Blanche Borden .....Sheffield Mills ...Kings.
Ada Belle Brown .....Torbrook.....Annapolis.
Edith Brown .....Halifax .....Halifax.
Lizzie Burrows.....Truro .....Colchester.
Sophia Jordan Coffin.....Barrington .....Shelburne.
Mary Ruth Congdon.....Somerset .....Kings.
Amelia Creelman .....Little Bass River.Colchester.
Laura Crimp .....Dartmouth .....Halifax.
Annie Elizabeth Crowell .....Port LaTour ....Shelburne.
Joseph Adolphe Comeau .....Saulnierville ....Digby.
Frank Leslie Comstock.....Church St .....Kings.
Edith Doane .....Barrington .....Shelburne.
Ina Durling .....Bridgetown.....Annapolis.
Catherine Isabella Duff.....Westville.....Pictou.
Louis Anderson d'Entremont ..West Pubnico....Yarmouth.
Harry Livingstone Dunn .....Bear River .....Digby.
Sarah Elizabeth Primrose Elliott,Thorne's Cove ...Annapolis.
Mary Florence Fitz-Randolph ..Round Hill ..... "
Nancy O'Brien Fleming .....Halifax .....Halifax.
Mabel Lauraine Gay .....Coldstream .....Colchester.
Evelyn Ruth Gilliatt.....Granville Centre .Annapolis.
Annie Sarah Gould .....Great Village ....Colchester.
Lina Grant .....Hopewell.....Pictou.
Margaret Gray .....Seafoam ..... "
Edith Mary Hazel.....Halifax .....Halifax.
Nellie Erdine Illsley .....Somerset.....Kings.
Winnifred May Jenks .....Diligent River ..Cumberland.

William Harding Longley	Paradise	Annapolis.
Lucy Whidden Lay	Amherst	Cumberland.
Bessie Isabel MacArthur	Parrsboro	Cumberland.
Anna MacGregor	New Glasgow	Pictou.
Ethel Woodfield MacKay	Clyde River	Shelburne.
Lilla Bird MacLaughlin	Lunenburg	Lunenburg.
Maud Emma MacKenzie	Earltown	Colchester.
Lennie May MacNeill	Barton	Digby.
Alice Adele MacRae	Durham	Pictou.
Jane Wallace Mortimer	Halifax	Halifax.
Blanche Eunice Murphy	Moncton	New Brunswick.
Edna Mosher	Kempt Shore	Hants.
Laura Alice Newcomb	Antigonish	Antigonish.
Laura May O'Brien	Noel	Hants.
Bessie Oland	Dartmouth	Halifax.
Ruth Ross Peppard	Great Village	Colchester.
Ethel Grace Porter	Middleton	Annapolis.
Ellen Dorothy Ross	Pleasant Harbor	Halifax.
Kathleen Ida Ross	Springhill	Cumberland.
Katie Osman Sanders	Halifax	Halifax.
Annie Sophia Smith	Port LaTour	Shelburne.
Lillie May Terhune	Tenecape	Hants.
Charlotte Elizabeth Walker	Upper Granville	Annapolis.
Ora Louise Webster	Waterville	Kings.

QUALIFIED FOR FIRST RANK DIPLOMA AFTER ONE YEAR OF SUCCESSFUL TEACHING; IN THE MEAN-TIME AWARDED DIPLOMA OF SECOND RANK.

Joseph Alvery Adams	Little Brook	Digby.
Charlotte Spearwater Allen	Lydgate	Shelburne.
Ada Louise Barrett	Truro	Colchester.
Sarah Rosanna Bent	Stronach Mt	Annapolis.
Otto Von Bismarck Cossitt	Joggin Bridge	Digby.
Edna Brown Davidson	Folly Village	Colchester.
Emma Susan Davison	Portaupique	Colchester.
Agnes Miller Dennis	Halifax	Halifax.
Eva Dillon	Guysboro	Guysboro.
George Leslie Dickson	Truro	Colchester.
Stillman Leonard D'Eon	W. Pubnico	Yarmouth.
Aubrey Donkin Durling	Paradise	Annapolis.
Florence Louise Parker Freeman	Liverpool	Queens.
Clara Agnes Grant	Springville	Pictou.
Sadie Belle Logan	Truro	Colchester.
Bessie Stirling MacLeod	Valley Station	Colchester.
Laura May MacMahon	Auburn	Kings.
Alice Teresa Murphy	Parrsboro	Cumberland.
David Harold M. Marchant	Lakeville	Kings.
Maggie L. Rines	Maitland	Hants.

Mamie Knowlton Smith	Kirkhill	Cumberland.
Irene MacPherson Smith	Lockeport	Shelburne.
Sophia Beatrice Smith	Brooklyn	Queens.
Mary Young	Lunenburg	Lunenburg.

QUALIFIED FOR SECOND RANK DIPLOMA.

Kathleen Margaret Gardner	Brooklyn	Queens.
Jean May Barbara MacDougall	Baddeck	Victoria.
Margaret Adelia O'Brien	Noel	Hants.
Anna Bertha Vogel	Truro	Colchester.
Ethel Earl Baird	Little River	Cumberland.
Harriot Henrietta Barrington	North Sydney	Cape Breton.
Mary Lavinia Bogart	Granville Centre	Annapolis.
Alice Leota Borden	Kingsport	Kings.
Louise Anne Borne	Halifax	Halifax.
Nettie Ethel Burke	Minudie	Cumberland.
Rettie Laws Benvie	Saltsprings	Pictou.
Winifred Christopher	Brookfield	Queens.
Lena Corbett	Great Village	Colchester.
George P. Comeau	Comeauville	Digby.
Arsene Henri Cormier	Point Cross	Inverness.
Charles Earnest Decker	Jordan Ferry	Shelburne.
Fred. Aubrey Douglas	Brookside	Colchester.
Arthur DeWitt Foster	Hampton	Annapolis.
Christy Ann Gillis	Dunvegan	Inverness.
Annie Erna Hamilton	Lower Onslow	Colchester.
Margaret Dunlop Harlow	Sable River	Shelburne.
Erma Mary Harrison	Maccan	Cumberland.
Harriet Jane Johnson	Truro	Colchester.
Elizabeth Ellen Langille	Denmark	Colchester.
Hattie Hill MacDonald	Shubenacadie	Hants.
Mary MacPhee	Springhill	Cumberland.
Melina Martel	Arichat	Richmond.
Ella Blanche Murray	Truro	Colchester.
Ella Eurena Neal	E. Middle LaHave	Lunenburg.
Alice Matilda Nelson	Shubenacadie	Hants.
Minnie Jessica Nichol	Mahone Bay	Lunenburg.
Jane Orr	Springhill	Cumberland.
Edna Grace Reynolds	Minasville	Hants.
Alice Ross Rines	Maitland	Hants.
Nellie Florence Scott	Alton	Colchester.
Sadie Jane Schultz	Durham	Pictou.
Mabel Edna Sproule	E. Mapleton	Cumberland.
Catherine Alice Stuart	Shelburne	Shelburne.
Mary Esther Sutherland	Lansdowne	Pictou.
Laura Emma Suttis	Indian Har. Lake	Guysboro.
Edgar Lamont Smith	Selmah	Hants.
Mary Edith Taylor	Upper Brookside	Colchester.

QUALIFIED FOR SECOND RANK AFTER ONE YEAR OF SUCCESSFUL TEACHING; IN THE MEANTIME AWARDED DIPLOMA OF THIRD RANK.

Minnie Agnes Arsenau	Belle Cote	Inverness.
Christina Catherine Baillie	Earltown	Colchester.
Susan Ettinger Colter	Lower Stewiacke	"
Lottie Grace Cornealy	Indian Har. Lake	Guysboro.
Maud Sidney Crowell	Shubenacadie	Hants.
Janet Graham Clark	Up. Musquodoboit	Halifax.
Kate Adella Hamilton	Lower Onslow	Colchester.
Mabel LeBlanc	West Arichat	Richmond.
Agnes MacLellan	Broad Cove Chapel	Inverness.
Christina Hanna MacLeod	St. Peter's	Cape Breton.
Jessie Elizabeth MacKenzie	Earltown	Colchester.
Christina May MacKim	Harmony	"
Minnie MacKinnon	New Glasgow	Pictou.
Annie Jean Porteous	Malagash Centre	Cumberland.
Alban Philip Poirier	D'Escousse	Cape Breton.
Edith May Ross	Riverside	Guysboro.

AWARDED DIPLOMA OF THIRD RANK.

Una Dean Annis	Liverpool	Queens.
Mary Leah Belliveau	Church Point	Digby.
Hattie Broussard	Cheticamp	Inverness.
Wilhelmina Jane Carrigan	Middle Medford	Guysboro.
Henrietta Maria Corkum	E. Chester	Lunenburg.
Clarissa Isabelle Cossaboom	Rossway	Digby.
Mary Ellen Dooley	Antigonish	Antigonish.
Cynthia Carrie Douglas	North River	Colchester.
Marie Francoise Dugas	Grosses Coques	Digby.
Bessie Robinson Durland	Brighton	"
Mary Bell Gillis	Port Hood	Inverness.
Clara Gordon Hurlburt	Kemptville	Yarmouth.
Annie Caroline Amalia Kedy	Mahone Bay	Lunenburg.
Gertrude Logan	Shubenacadie	Hants.
Mary Catherine MacFarlane	Port Hastings	Inverness.
Katie Belle MacLennan	Broad Cove Mines	"
Maggie May MacLennan	Belle Cote	"
Harriet Marguerite Sibley	Wittenberg	Colchester.
Carrie Louise Mulock	Up. LaHave	Lunenburg.
Addie Allalee Rice	Lansdowne	Pictou.
Irene May Roode	Belmont	Colchester.
Laura Melinda White	Basin, R Inhab	Cape Breton.
Annie Gertrude Ross	Riverside	Guysboro.
Theresa Muriel Royles	Selmah	Hants.
Marjorie Cunningham Smith	C. Sable	Shelburne.
Jennie Melissa Spinney	E. Sheet Harbor	Halifax.
Amelia Ann Swan	Denmark	Colchester.
Annetta Regina West	Lower Burlington	Hants.
Jennie E. Ward	Chelsea	Lunenburg.

RECOMMENDED FOR PROVISIONAL LICENSE OF THIRD CLASS FOR THE TERM OF ONE YEAR.

Louise Adelaide Barrigan	Cape Canso	Guysboro
Agnes Spicer Browne	Advocate Harbor	Cumberland.
Henrietta Agnes Gormley	Falmouth	Hants.
Mary E. Kennedy	Loch Ban	Inverness.
Ida Jane MacCarthy	Denmark	Colchester.
Christina MacNeil	Irish Cove	Richmond.
Sara Bell MacPhail	Points, W. Bay	"
Mary Elizabeth Miller	Horne's Road	Cape Breton.
Ida MacGregor Smith	Merigomish	Pictou.

COURSE UNCOMPLETED AND UNCLASSIFIED.

Lennie May Crosby	South Ohio	Yarmouth.
Janet Reid	MacGrath's Mt	Pictou.
Gertrude Mabel Loomer	Brooklyn Corner	Kings.
Mary Catherine MacEwan	Eureka	Pictou.
George Shepherdson	Mill Village	Queens.

ADVANCEMENT OF STUDENTS OF FORMER YEARS.

FROM FIRST RANK TO ACADEMIC.

Florence Donovan	Truro	Colchester.
Mabelle Fash	Truro	"
Tena Grant	Bridgeville	Pictou.
Janie MacAleese	Parrsboro	Cumberland.
Lophemia Richardson	Truro	Colchester.
Ernest William Robinson	Lawrencetown	Annapolis.
John Forsyth Smith	Mahone Bay	Lunenburg.
Harold Roland Smeltzer	Pictou	Pictou.

FROM SECOND RANK TO FIRST RANK.

Lorrie J. Cameron	Mabou	Inverness.
Alice Crowe	Lower Onslow	Colchester.
Ada Cock	Westville	Pictou.
Katherine Currie	Balfron	Colchester.
Hattie F. Davis	Dartmouth	Halifax.
Jessie Dickson	Crowe's Mills	Colchester.
Jennie Ellis	L'r Five Islands	"
Elizabeth Lawrie	New Glasgow	Pictou.
Eva Loring	Upper Onslow	Colchester.
Janet Moore	Port Howe	Cumberland.
Martha J. Mitchell	Pugwash	"
William S. Messenger	Bridgetown	Annapolis.
Katherine MacKay	Welsford	Pictou.
Annie J. MacMaster	Reserve Mines	Cape Breton.
Malcolm Scott Munro	Margaree Harbor	Inverness.
Mildred MacCallum	Ellershouse	Hants.

Florence Phelan	Halifax	Halifax.
Vangie O'Shaw	Berwick	Kings.
Jennie Williston	Tantallon	Halifax.

FROM THIRD RANK TO SECOND RANK.

Mary Grace Belliveau	Church Point	Digby.
Margaret Bryden	Wallace Bay	Cumberland.
Arabella S Harvey	Greenoak	Colchester.
Elizabeth Hartigan	Big Baddeck	Victoria.
Marion E. Lynch	Shubenacadie	Hants.
Anna Mackenzie	Waterside	Pictou.
Joseph MacLennan	Melford	Cape Breton.
Mary E. MacLennan	West Lake Ainslie	Inverness.

ATTENDED SUMMER COURSE FOR BILINGUAL TEACHERS IN ACADIAN SCHOOLS.

(15th July to 15th August, 1902.)

1.	Clara Beatrice Amirault	L. E. Pubnico	Yarmouth.
2.	Emily Amireau	N. E. Pubnico	"
3.	Nellie Arseneau	Belle Côte	Inverness.
4.	Catherine Belliveau	N. E. Pubnico	Yarmouth.
5.	Joseph C. Boudreau	Eastern Harbor	Inverness.
6.	Constance Bourque	Surette's Island	Yarmouth.
7.	David A. Boyd	River Bourgeois	Richmond.
8.	Ephraim Chiasson	Grand [illegible]	Inverness.
9.	Charles B. Comeau	Church Point	Digby.
10.	Joseph Albert Comeau	Saulnierville	"
*11.	William E. Cormier	Point Cross	Inverness.
12.	Mary Augusta D'Entremont	N. E. Pubnico	Yarmouth.
13.	Rudolph D'Entremont	N. E. Pubnico	"
14.	Theresa A. D'Eon	N. W. Pubnico	"
15.	Emilie Doucet	Amirault's Hill	"
16.	Moses Calixte Doucet	W. Arichat	Richmond.
17.	Beatrice Gaudet	Belliveau's Cove	Digby.
18.	Evangeline Gaudet	New Edinburgh	"
19.	Edward Maurice LeBlanc	Grosses Coques	"
20.	Adeline Catherine Pothier	Tusket Wedge	Yarmouth.
21.	Lizer A. Pothier	Tusket Wedge	"
22.	Marguerite Adele Pothier	Tusket Wedge	"
23.	Martha Adelle Pothier	Tusket Wedge	"
24.	Henry Sigefroi	Middle Wedge	"
25.	Alfred Renault	West Arichat	Richmond.
26.	Rose Ann Thibodeau	Church Point	Digby.

*Attended only two weeks.

APPENDIX B.

PROVINCIAL SCHOOL OF AGRICULTURE.

PRINCIPAL'S REPORT.

A. H. MacKay, Ll. D.,

Superintendent of Education.

Sir,—I have the honor to submit the following report upon the work of the School for the year 1902.

A Winter Class of seventeen attended during the winter. The Summer Class registered sixty-one. Total enrolment during the year was ninety-one.

This autumn the Secretary for Agriculture arranged a very satisfactory course in Dairying at the Government Farm, which was much appreciated by our students

The following speakers gave valuable and interesting public addresses to the School during the year:

A. H. MacKay, Ll. D., Superintendent of Education.
B. W. Chipman, Secretary for Agriculture.
Saxby Blair, Horticulturist, Maritime Experimental Station.
J. B. Hall, Ph D., Provincial Normal School.
F. A. Laurence, M. P. P.
Mrs. Tilson.
J. W. Mitchell, Dominion Maritime Dairy Commissioner.
W. M. Blair.
David Soloan, B. A., Principal, Normal School.

The marked increase in attendance and the interest taken by the students in the work all point to a larger attendance for the coming year.

The various parts of the province have been fairly well represented. While as in the past, Colchester sends the greatest number, only two counties fail to be represented. These are Victoria and Queens. Five students came from New Brunswick.

Fifteen are taking courses of study at home with instruction by correspondence. Two of these are from New Brunswick. These

are not enrolled in our regular list of students, and not included in the total registration, except where they have been in attendance this year at the school, and afterwards taken up the correspondence course.

Three are enrolled in the Normal School and in the School of Agriculture at the same time, the others whose names appear in in both registers, entered this school after completing their courses at the Normal School. Four attended this school for special classes while enrolled in the Academy.

In connection with this school and the Normal School a special class was carried on for Bilingual Teachers. Otherwise all students attended this school independent of any other institution.

Regular classes were conducted by Mr. Swaine, my assistant, and Mr. Fuller and myself during the winter for the benefit of farmers and others wishing to attend for a three months' course. This course was made as practical as possible.

Our regular course from April till Christmas Holidays (except one month in the Autumn when I have to be away inspecting schools) was well attended. The largest attendance was during July and August, when sixty-one were enrolled.

A very successful short course was given from November 18th to December 6th, which was taken advantage of by a number of our students. It w s given at the Government Farm, in Dairying, by Mr. McDougall; Poultry, by Mr. Landry; Animal Husbandry, by Mr. Fuller; Bacteria, Ferments, and Farm Accounts by the Principal; and a series of addresses by Col. W. M. Blair.

GRADUATES AND FELLOWS.

Three teachers graduated last year. Two of them returned to the school during the summer, where they studied and assisted in the instruction. These were Mr. Fred. G. Morehouse, Sandy Cove, Digby Co., who has since been appointed an assistant in the school, and Mr. John C. McDonald, Pictou.

This year I am pleased to recommend for graduation to receive Teachers' Diplomas as Local Agricultural Teachers:—

Loran A. DeWolf, B. Sc., West Gore, Hants Co.
Emma J. Best, B. A., Somerset, Kings Co.

To receive Farmers' Diplomas:—

Everett Wallace, West Gore, Hants Co.
Harvey G. Payne, Granville Ferry, Annapolis Co.

The graduates of this school have been honored both in Nova Scotia and abroad during the past year.

Besides occupying positions of importance in leading high schools and academies, as—

Principal of Richmond Academy,
Principal of Victoria Academy,
Vice-Principal of North Sydney High School,
Instructor in New Glasgow High School,
Principal of Antigonish High School,
" Glace Bay Schools,
" Westville "
" Joggin Mines "
" Middleton "
" Yarmouth "

Science instructor in Truro Academy, and instructors in many other schools throughout the province, Mr. George B. McGill, one of the first graduates of this school, and Mr. Percy J. Shaw, B. A., a recent graduate, were selected to conduct the Macdonald Consolidated Nature Schools to be established in this province

Abroad, Prof. J. C. Blair has been made Professor of Horticulture in Illinois University; Dr. E. L. Moore, B. S. A, V. S., is Professor of Zoology and Veterinary Science in South Dakota University; Dr. Cecil French, V. S., Professor of Veterinary Science, Washington, D. C.; Professor Melville Cummings, B. S A., Professor of Agriculture, Ontario Agricultural College, Guelph, Ont.; Mr. A. G. Ruggles, recently appointed Entomologist for the State of Minnesota. In our own school the members of the staff are also graduates of the Nova Scotian School.

The Agricultural Department is under the management of Mr. Fuller, of the Provincial Farm, where students receive their practical instruction in agriculture. Every facility is provided for the work, and it is very desirable that more take advantage of it. Mr. Fuller gives the lectures as well as the practical work in dairying and animal husbandry. He also gave a short course in these subjects for the benefit of Normal students.

This Autumn, from November 18th to December 6th, the Department of Agriculture provided a short course in Dairying and Poultry Raising, conducted by two graduates of this school, which was attended by a number of our students and by the higher Normal classes.

The Chemical Department since April has been under the control of a graduate of this school, Prof. L. C. Harlow (B. S. A., B. S., Cornell University), also professor of chemisty in the Normal School. Almost all the students took work in this department, the greater number taking the elementary work and the study of the great fundamental principles of this science, while some were able to pursue advanced work in the subject such as soil analysis, and soil physics, qualitative and quantitative analysis.

NORMAL CLASSES.

Normal Students received instruction as in years past, but more fully on account of the added facilities. In agriculture they studied Bailey's Principles of Agriculture besides a course of lectures upon the subject. Mr. Fuller, manager of the Provincial Farm, gave them a short course in Dairying at the Provincial Farm. The classes were taken to the farm frequently to see the various operations in progress. They also received a thorough course in Entomology. They collected typical insects of the various orders and studied fully the life history and habits of those particularly beneficial or injurous. In the green house they were able to grow nearly all the cultivated farm and garden plants of our province and many of their insect enemies. Some difficulty was experienced in regulating the temperature of the green house last winter which has since been remedied; so that it will be much more useful this year. It is designed to be used for the following purposes: To grow plants for students to study, particularly the cultivated plants, the useful rather than the ornamental; to afford a place for conducting experiments by students upon the plants; to grow the various insects and study their life histories and habits, particularly the beneficial and injurious; to enable us to bring in and keep for study the various wild plants and animals as required. For these purposes it has excellent facilities. During the year many specimens have been studied which would otherwise not have been available, and many studies made which could not have been made. The large aquaria enable us to transfer the flora and fauna of pond or stream to them and thus save much of the student's time. In many ways we found the green house very useful for our summer students as well as for the winter class and Normal classes.

HOME READING COURSES.

This course was offered last winter for the first time and has met with success. Many local Agricultural Teachers succeeded in inducing a number of young people in their localities to take up the work and thus continue their studies under a competent teacher.

Besides these, fifteen are now carrying on home work directly under my supervision. They report in full all their studies and I examine, direct and criticise all the work and return it to the student. While this involves considerable extra labor, it is a compensation to find the student forming habits of observation and study of great permanent value. I am surprised at the great progress made by those who have taken up the work.

The following is the Correspondence Class:—

Aymar, W. M., Joggins Mines, Cumberland County.
Chipman, G. F., River Hebert, " "
DeLancey, J. A., Springhill, " "

Ellenwood, Bertha E.. Rockingham, Yarmouth Co.
Hathaway, Samuel B., Fredericton, N. B.
Landry, Willie, Antigonish, N. S.
McRae, Alice A., Durham, Pictou Co.
McRae, Muriel, " " "
Moses, Winnifred, South Ohio, Yarmouth Co.
McCully, Eva, Folly Village, N. S.
Mosher, Edna, Clifton, Col. Co.
Swaine, J. M., Antigonish, N. S.
Tuttle, M. R., B. A., Blackville, N. B.
Urquhart, A. J., Wallace, N. S.
Weir, Amelia, Seaforth, Halifax Co.

STUDENTS OF THE SCHOOL OF AGRICULTURE FOR YEAR 1902.

1.	Amireau Emily	N. E. Pubnico	Yarmouth.
2.	Amirault, Clara B	L. E. Pubnico	"
3.	Archibald, John T	New Town	Guysboro.
4.	Arseneau Nellie	Belle Côte	Inverness.
5.	Aymar, W. M	Digby	Digby.
6.	Barrington, J. E. F	North Sydney	Cape Breton.
7.	Belliveau, Catherine	N. E. Pubnico	Yarmouth.
8.	Best, Emma J., B A	Somerset	Kings
9.	Betts, William C	Truro	Colchester.
10.	Blanchard, C. Prescott	Bible Hill	"
11.	Blanchard, Melville	Truro	"
12.	Boudreau, J. C	Eastern Harbor	Inverness.
13.	Bourque, Constance	Surrette's Island	Yarmouth.
14.	Boyd, D. A	River Bourgeois	Richmond.
15.	Brander, J. F	Northport	Cumberland.
16.	Brownell, F. T	"	"
17.	Burrows, Lizzie	Truro	Colchester.
18.	Chiasson, Ephriam	Grand Etang	Inverness.
19.	Chipman, G F	Nictaux	Annapolis.
20.	Chipman, Ella M	"	"
21.	Comeau, Charles B	Church Point	Digby.
22.	Comeau, Joseph A	Saulnierville	"
23.	Cormier, William E	Point Cross	Inverness.
24.	Cox, Josie M	Truro	Colchester.
25.	Creelman, Minnie	Bible Hil	"
26.	DeLancey, J. A	Middleton	Annapolis.
27.	Dennison, Ross P	Grand Pre	Kings.
28.	DeWolf, Loran A., B. Sc	West Gore	Hants.
29.	D'Entremont, Mary A	N. E. Pubnico	Yarmouth.
30.	D'Entremont Rudolph	"	"
31.	D'Eon, Theresa	N. W. Pubnico	"
32.	Dickie, Arthur	Central Onslow	Colchester.

33.	Doucet, Moses C	W. Arichat	Richmond.
34.	Doucet, Emilie	Amirault's Hill	Yarmouth.
35.	Eaton, Victor A	Granville Centre	Annapolis.
36.	Ellenwood, Bertha A.	Rockingham	Yarmouth.
37.	Fash, Roy P	Granville	Annapolis.
38.	Fraser, W. P.	New Glasgow	Pictou.
39.	Fraser, Wellsley	"	"
40.	Gallant, Thomas		
41.	Gaudet, Beatrice	Belleveau's Cove	Digby.
42.	Gaudet, Evangeline	New Edinburgh	Digby.
43.	Hallett, Henry	North River	Colchester.
44.	Hannaway, James	Truro	"
45.	Harlow, Arthur	Port Clyde	Shelburne.
46.	Hennigar, B. A.	Chester	Lunenburg.
47.	Hiltz, H. E	Truro	Colchester.
48.	Landry, Willie	Antigonish	Antigonish.
49.	Layton, Duncan M.	Truro	Colchester.
50.	Layton, Rutherford	"	"
51.	Lewis, Gertrude	"	"
52.	LeBlanc, Edward M.	Grosses Coques	Digby.
53.	Lowe, Lucy Ann	Pugwash	Cumberland.
54.	Linton, D. Hayward	Truro	Colchester.
55.	Marchant, Harold	Lakeville	Kings.
56.	McCully, Eva	Folly Village	Colchester.
57.	McDonald, J. C	Pictou	Pictou.
58.	McLellan, Lottie	Brookfield	Colchester.
59.	McRae, Alice A	Durham	Pictou.
60.	McRae, Muriel	"	"
61.	Morehouse, F. G	Sandy Cove	Digby.
62.	Mortimer, J. Wallace	Halifax	Halifax.
63.	Moses, Winnifred	South Ohio	Yarmouth.
64.	Mosher, Edna	Kempt Shore	Hants.
65.	Moore, Janet	Truro	Colchester.
66.	Moxon, Arthur	"	"
67.	North, John T.	Middleton	Annapolis.
68.	Payne, Harvey G.	Granville Ferry	"
69.	Pothier, Adeline C	Tusket Wedge	Yarmouth.
70.	Pothier, Lizer A	"	"
71.	Pothier, Marguerite	"	"
72.	Pothier, Martha A	"	"
73.	Patterson, Douglas	Truro	Colchester.
74.	Patterson, Jean	"	"
75.	Renault, Alfred	W. Arichat	Richmond.
76.	Reynolds Henry C.	Green Harbor	Shelburne.
77.	Sigefroi, Henry	Middle Wedge	Yarmouth.
78.	Simpson, J. H.	London	England.
79.	Stirling, Herbert L.	Bexley Heath	Kent Co., Eng.
80.	Sullivan, Charles T.	Manchester	Guysboro.
81.	Swaine, J. M.	Yarmouth	Yarmouth.
82.	Thibedeau, Rose A.	Church Point	Digby.

83.	Thompson, Mabel V.	Bridgewater	Lunenburg.
84.	Townsend, Catherine	Tangier	Halifax.
85.	Townsend, Thomas	"	"
86.	Tuttle, M. R., B. A.	Blackville	N. B.
87.	Urquhart, A. J.	Salt Springs	Pictou.
88.	Vogel, Anna B	Truro	Colchester.
89.	Wallace, Dell B	West Gore	Hants.
90.	Wallace, Everett	"	"
91.	Weir, Amelia	Seaforth	Halifax.

I have the honor to be, Sir,

Your obedient servant,

H. W. SMITH,

Principal.

Truro, Nova Scotia. 20th Dec., 1902.

APPENDIX C.

MANUAL TRAINING SCHOOLS.

(a) MECHANIC SCIENCE.

PROVINCIAL SUPERVISOR'S REPORT.

DR. A. H. MACKAY,

Superintendent of Education.

SIR,—I have the honour to submit the following report of the work in Mechanic Science in the Public Schools for the year ending July, 1902.

During the year several new schools were opened and have been carried on with marked success. Yarmouth, Pictou, Lunenburg and Bridgewater opened departments of Manual Training in the Autumn of 1901, and Antigonish commenced early in 1902. These schools are all equipped on the lines of the Macdonald Model School at Truro, and are quite first class in that respect.

The plan adopted in the case of Lunenburg and Bridgewater of combining for the purpose of engaging a teacher jointly between the two towns, has worked very satisfactorily The instructor divides his time between these towns, half the week being sufficient to include the instruction of all boys of available age in towns of their size.

In all these places the new work is meeting with great encouragement, and seems to be fulfilling the often expressed want for more practical work in our schools. The reports of the district Inspectors, the Principals and other teachers of the schools, are entirely in its favour, and the parents and general public appear quite satisfied with the innovation.

The necessary curtailment of the time spent on the ordinary school subjects seems to have had no ill effects. In no case have I been able to learn of any adverse effect on the other studies; but, on the contrary, in several places a marked improvement is reported since the adoption of Manual Training. One Inspector attributes a considerable improvement in the regular school drawing of the boys

who attend Manual Training classes, to the influence of the work of the Manual Training Room. Several teachers report an improvement in the arithmetic from the practical use and application of many of its principles in the careful measurements of the drawing and woodwork, and in several other ways I am assured by the teachers that good effects have followed the introduction of Manual Training.

It is gratifying to be able to report that the teachers of these new Schools were all from our own Province, and also received their training here as teachers of the new subject.

The three schools in existence in 1900—1, viz., Halifax, Truro and Wolfville, continued to do good work. In Halifax the large new building to be devoted entirely to Manual Training in Mechanic and Domestic Science has been completed and will be opened in the Autumn.* At Wolfville considerable improvements have been made, following the suggestions of the Department.

In Truro, in consequence of the choice of that town by the authorities of Sir Wm. C. Macdonald's fund as their training centre for Eastern Canada, another room has been equipped. This room is devoted entirely to the training of teachers, and I have already forwarded to you, on behalf of the Macdonald Fund, the report of the official examiners on the work done there during the past session.

In addition to the special course for teachers, all the men students of the Normal School received instruction, and a considerable number of the women students also elected to take woodwork during their course.

A series of special exercises was also designed for the students attending the School of Agriculture. The work bore special reference to their needs, and many useful articles for dairying, etc., were constructed by them.

In addition to the Departments of Manual Training in connection with the Public Schools of the places already mentioned, departments were opened in connection with two public institutions in Halifax, viz., the Institution for the Deaf and Dumb and the Protestant Industrial School. The equipments of these schools were the generous gifts of the members of their Boards of Management, and these gentlemen have taken great interest in the subject from its commencement.

The instruction at the Institution for the Deaf and Dumb is being given by a graduate of that institution, Mr. Leonard Goucher, a very

*Since opened.

clever lip reader, who was sent by the Committee of the School to Truro to receive courses of training at the Macdonald School in the Summer and Autumn of 1901. He also attended the summer course at Fredericton in July of this year. His work in teaching has been very successful, and excellent drawing and benchwork have been done by the pupils of the Institution.

The work at the Industrial School is under the direction of Mr. E. Blois, the teacher of the general subjects of education there. The Committee of the School sent him to the Macdonald School at Truro in the Summer of 1901 to qualify as Instructor in Manual Training. He has since continued his study of the subject privately and has been very successful in interesting the somewhat difficult class of boys found in the School. The drawing and woodwork were of a very high order and of a practical character throughout.

Later in the year an equipment was also provided for St. Patrick's Industrial School. The instruction is under the charge of Brother Remigius, but I was not able to visit the school before the close of the session.

Several schools in the Province have obtained a single bench and equipment as recommended in the regulations for Superior Schools. At Port Hastings, C. B, the work was quite a success, and a second bench was obtained by the efforts of Mr. R. L. Calder, the Principal, and the pupils were each enabled to have a weekly turn at practical work

During the year I continued the practice of attending meetings of School Boards and citizens in the various towns. At these meetings I gave information as to the scope and aims of Manual Training Schools, the Government regulations on the subject, and the best methods of starting and maintaining such schools.

The following towns have made arrangements to provide and equip rooms for the purpose and several will be opened early in the Autumn:—Sydney, *Glace Bay, North Sydney, Sydney Mines, *New Glasgow, *Windsor, *Kentville, Bridgetown, Annapolis and Digby.

Other towns have also made enquiries in the matter and will probably take some steps to establish departments in the future.

It is a matter for regret that no Manual Training Departments are to be opened in the Northern towns of the Province this Autumn, but steps are being taken in some of them, and I trust that during the current year some action may result.

*Since opened.

I have attended the various teachers' institutes and spoken at the meetings. I also gave practical demonstrations in drawing, cardboard modelling and other applications of Manual Training principles. Cardboard work has been taken up in several rural schools and forms a very suitable form of "hand and eye" training in schools where woodwork is not available.

I beg to conclude by expressing my indebtedness to the Educational authorities and public officers for help afforded me in many ways and for counsel cheerfully given.

I am, sir,

Yours obediently,

T. B. KIDNER,

Supervisor of Mechanic Science.

Truro, Nova Scotia, Sept, 1902.

(*b*) DOMESTIC SCIENCE.

PROVINCIAL SUPERVISOR'S REPORT.

A. H. MacKay, Esq., Ll. D., F. R. S. C.,

Superintendent of Education.

Halifax, N. S.

Sir,—I beg to submit the following report on the Domestic Science Schools in connection with the public Schools of the Province.

In the Truro School of Domestic Science which is in affiliation with the Provincial Normal School, three distinct courses of work were carried out.

(1.) A course for the pupils of the public schools, so graded as to cover four years.

(2.) A shorter course for students attending the Provincial Normal School.

(3.) A "Training Course" for those who wished to become teachers of the subject in the Domestic Science Schools of the province.

Six students entered the "Teachers' Training Course," of whom five completed the work and were awarded Diplomas.

These were:—

Miss Cora P. Archibald, Bible Hill, Colchester County.
" Jean Creelman, Maitland, Hants.
" Minnie McKenzie, Truro, Colchester County.
" Bessie M. Smith, Hilden, " "
" Mary E. Sterritt, Yarmouth, Yarmouth County.

Four of these are now engaged in teaching, and the fifth is taking a course at the Provincial Normal School.

The work of the Teachers' Course extended over the School year. The course of study included foods and cooking, chemistry, bacteriology, physiology, hygiene, home sanitation, laundry, needlework,

economics, etc. Teaching practice was carried on from time to time under a committee appointed by the Council of Public Instruction, and, at the end of the year, an examination, both oral and written, was held by this same committee, covering the work of the year. In this way not only the work of the students, but of teachers and lecturers as well, was passed upon by an independent body of examiners. The satisfactory results of these examinations and the success attending those students who are now in charge of schools are the best guarantees of the excellent work done by the School during the year.

As mentioned in my last report, schools were opened early in the year in Lunenburg and Bridgewater under the direction of Mrs. Bertha Putnam, and later in the year a school was opened in Chester under the direction of Miss Annie Bool, both graduates of the Truro school. I visited these schools during the year, and found them doing excellent work. Not only were pupils receiving a thorough training in cookery, both theory and practice; but extra classes in needlework, including mending, were meeting with much success. The pupils showed an intelligent interest in their work, and parents and school authorities were well pleased with the results obtained from this new branch of study.

During the year, at the request of their Boards, I met with representatives from the School Boards of Windsor, Kentville, Wolfville, New Glasgow, Pictou, and Stellarton; and gave them the necessary information and help with regard to the opening of Domestic Science Schools in their respective towns. All of these towns have since opened schools which are now working successfully. Acadia Seminary, Wolfville, and The Ladies' College, Halifax, have also added Domestic Science to their already excellent courses.

The towns of Windsor and Kentville have united under one teacher, and Miss Bessie M. Smith has been appointed to the two schools. In Wolfville, the classes from the Public Schools and the Seminary are under the direction of Miss Cora Archibald. New Glasgow has secured the services of Miss Jean Creelman. Pictou and Stellarton have joined together and have secured the services of Miss Winnifred MacKeand who formerly assisted in the Truro school. Miss Sterritt is at present assisting in Truro school.

Several other towns have decided to open departments of Domestic Science as soon as arrangements can be completed for doing so.

In the City of Halifax a new Science Building has recently been completed, and half of it will be devoted to Domestic Science work. The building is excellent in its appointments and is a credit to the city.

Some idea of the rapid growth of the work may be gathered from the fact that, although it is but two years since Domestic Science was made part of the School System, ten departments have been opened in connection with the public schools and two in connection with private institutions. Wherever once introduced the work is meeting with hearty support.

I have the honor to be, Sir,

Your obedient servant,

W. R. CAMPBELL,

Supervisor of Domestic Science Schools.

Truro, Nova Scotia, 8th December, 1902.

APPENDIX D.

REPORTS OF INSPECTORS OF SCHOOLS.

DIVISION NO. 1—CITY AND COUNTY OF HALIFAX.

G. CREIGHTON, *Inspector.*

SIR,—I have the honor to submit the following report for the past school year:—

The total number of teachers employed in this Division during the past year was 309. Of this number 145 taught in Halifax City, 22 in Dartmouth, and 142 in the rural districts.

The teachers employed, arranged according to grade of license held, were:

	Grade A	B	C	D
Halifax City	13	56	73	3
Dartmouth	2	6	13	1
Rural Halifax	2	17	61	62

The average salaries paid, exclusive of Government Grant, were:

	B	C	D
Halifax City	$341*	$298*	$243*
Dartmouth	230*	310*	300*
Rural Halifax	197	124	121

* Female.

The total expenditure for schools, was $187,138.

	Rate per $100.	Sectional and Municipal Assessment.	Government Grant.	Total.
Halifax City	$ 50	$121,000	$16,778	$137,778
Dartmouth	50	10,320	2,072	12,392
Rural Halifax	1 38	27,142	9,826	36,968

The average sectional rate in Rural Halifax is $1.00 on $100 valuation. The municipal rate at the present time is 38 cents.

The sectional rate varies from less than ½ per cent. to 2½ per cent of assessed valuation.

The municipal levy tends to equalize taxation and gives assistance to many weak sections that could not support schools without the aid given through this fund.

A comparison between the ten wealthiest sections and the ten weakest sections will serve as an illustration.

	Total Valuation.	Sectional Rate per $100.	Amount Contributed to Municipal Fund.	Amount Received from Municipal Fund.
10 Sections, wealthiest	$614000	$ 61	$2343	$1060
10 " weakest .	27000	2 22	103	511

There were nine sections without school during the past year. The number of children in these sections of school age is 281.

Several of these sections are quite able to support schools, but owing to lack of interest and petty quarrelling no concerted effort is made.

Were the law amended so as to make it possible to levy, along with the ordinary municipal rates upon sections neglecting to provide for the education of the children, a sum sufficient to maintain school, and were the appointment of teachers to such sections left to the District Board, it might result in lessening the number of sections without schools.

With regard to some of the coloured sections I have found it impossible to secure teachers. In order that capable teachers may be found willing to undertake the work in these sections, a much larger grant is necessary than that given to teachers in the ordinary schools. If any special provisions should be considered desirable, it might possibly be found practicable to unite Lake Loon, New Road and Partridge River into one section, and have the children conveyed to a central school, where in addition to the ordinary branches some attention could profitably be given to manual training.

By far the greater number of teachers are very young and inexperienced, and the wonder is not that they do poorly, but that so many do exceedingly well.

The chief defect in the methods of young teachers is the division of pupils into too many classes.

The present classification—Grades I to VIII, which is admirably adapted for town schools should not be closely followed in the ordinary miscellaneous school. The children will of course be classified on the basis of reading, but the attempt which is too often made to classify strictly according to the course of study results in serious loss of time.

Parents frequently complain that reading is neglected, and too often there is just cause for complaint.

The total number of pupils registered in Rural Halifax for the past year was 6640. Very many of these children attend school very little after they are twelve years of age, and their attendance during school years is very irregular. For such children more reading suited to their years and understanding than they at present enjoy, might well take the place of some of the tasks usually assigned.

All the history young children can appreciate—interesting biographical sketches of great men and descriptions of stirring events, might be learned from the reading books. Geography should be taught, for the most part, orally. For this purpose a school need not be divided into more than two classes.

High School subjects of Grade IX were studied in 55 schools and Grade X in 24.

The work of Grade XI was attempted by 17 pupils.

A very large part of the work in the High School Grades is done independently by the pupils. The teachers generally remain after the regular school hours to assist the High School pupils.

Thirty of the rural teachers belonged to the City of Halifax and had attended the County Academy or St. Patrick's High School, twenty others not belonging to the city had attended the Academy and two were graduates of Dalhousie College.

Several schools were closed for periods varying from a few days to several weeks, on account of the prevalence of contagious diseases.

In some instances trustees were in doubt whether they had authority to close the schools, especially in cases where ratepayers raised objections. There have also been instances in which trustees did not deem it necessary to close school, urging as a reason for their view that the school was only one possible source of infection and as little other precaution was being observed it seemed useless to close schools.

If the duties and responsibilities of trustees in such cases were more clearly defined in the school law it would remove all doubt.

Trustees are not familar with the Act relating to public health, and it is often inconvenient to call a meeting of the Board of Health in country districts where the members live at considerable distances apart.

Improvement in buildings and equipment has been made in a number of sections. Hardwood floors, a very great improvement over spruce, have been placed in several buildings.

The following sections among others have made much needed repairs:—Higginsville, Musquodoboit Harbor, Fall River, Harrigan Cove, Quoddy. The building on Sober Island was removed to a more central site. Clam Harbor has now one of the best school houses in the county.

Several sections are moving in the matter of consolidation. Four have already sent in petitions to be ratified at the annual meeting of the District Board for Halifax West.

Some of the weakest sections in the county are so isolated that they cannot be united to any other section. There are weak sections however that are serving no good purpose by separate existence and as soon as practicable efforts will be made to join them to contiguous sections.

Little has been done during the year towards the formation of libraries. In fact several small ones that were in existence three years ago have disappeared. The frequent change of teachers makes it very difficult to preserve school collections of any kind.

In this connection I may mention that through the efforts of Mr. Fultz, teacher at Tangier, a very carefully selected library of about 100 volumes was procured for the school.

A school was opened early in the year at Jollimore Settlement, and there are good prospects of its continuance.

The usual statistical tables are herewith presented.

Your Obedient Servant,

G. CREIGHTON.

TO A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

DIVISION NO. 2.—LUNENBURG AND QUEENS.

H. H. MACINTOSH, *Inspector.*

SIR,—I have the honor to submit the following report on the schools of Division No. 2, comprising the Counties of Lunenburg and Queens, for the year ended July 31st, 1902.

In former reports I have dealt largely with the details of school work. This, perhaps, was unnecessary on account of my monthly reports and notes of inspection covering the same ground. To avoid uninteresting repetition this report will be general and brief.

There are no sectional changes to be noted, and with the exception of a few boundary changes, the division remains as at last report. There are several instances where adjoining sections could be united to advantage, both educationally and financially, and it is only a question of time till this will be effected. The statistical items given below should be of interest.

There are 192 sections in the division, four of which were unavoidably without schools.

Compared with 1901 there is a substantial increase in attendance, etc., as the following table shows:—

County.	Schools.	Teachers.	Pupils.	Attendance.
Lunenburg	180	186	7601	881,044
Queens	61	63	2112	271,303
Total, 1902	241	249	9713	1,152,347
" 1901	242	256	9550	1,076,667
Increase	....	....	163	75,680
Decrease	1	7	....	.....

CLASSIFICATION OF TEACHERS.

	A	B	C	D	Male.	Female.
Lunenburg	7	25	59	95	18	168
Queens	1	9	23	30	5	58

Compared with 1901, it is worth noticing that while there is an increase of 11 B and 3 C teachers, the D's decrease by 21. This is in the right direction. There is also an increase of 12 Normal trained teachers.

PUBLIC SCHOOL, CHESTER, LUNENBURG CO., N. S., 1902.

Of the 241 teachers employed, 39 taught their first term, 107 remained in the same section as previous year, 103 made changes, 124 had taught from 1 to 5 years, 54 from 5 to 10 years, 30 from 10 to 20 years, and 2 over 20 years.

In Lunenburg County the schools were open on an average 201 days, and in Queens 204 days. The full term being 216 days.

The proportion of population attending school was 1 in 4.5.

There were 784 children between 5 and 15 reported as not attending school at all, 670 in Lunenburg County, and 114 in Queens.

The daily work of the schools, the increase in Normal trained and higher class teachers, the character of the new buildings, the substantial repairs made, the excellent furniture supplied, and the improved condition of school premises all go to show that the past year has been one of educational progress.

The success of the Manual Training Schools in Lunenburg Bridgewater and Chester, has fully justified the experiment. The School Boards are convinced that the work is highly educative, and have re-engaged the teachers for next year. The splendid exhibit of school work made by these schools at the County Exhibition surprised the visitors, and was a grand advertisement for the schools.

Less high school work is done in the common schools than formerly. Teachers do not look with favour on high school work in miscellaneous schools, and now generally engage to do common school work only, or if high school work is required, at an increased salary.

The new school house in Chester was finished in time to open for the second quarter. It is a most satisfactory building, and occupies a beautiful site. The rooms and halls are large, well lighted, and heated by furnace. The equipment of the Domestic Science department, which occupies one of these rooms, is most complete, and is a credit to the teachers and friends who provided the funds.

A new school house has been completed in Windsor Road Section to replace that destroyed by fire in the fall of 1901.

Middle LaHave Section is just finishing what will be, so far as I can learn, the finest and most modern two department school house in the Province.

Summerside has remodelled and refurnished the two department building in that section.

Minor repairs to buildings and improvements to grounds have been made in a number of instances, and about 15 sections have supplied new and modern furniture.

Lunenburg Township is fortunate in owning valuable school lands near the town of Lunenburg, the rentals of which are controlled by the Board of School Commissioners for the district. Generous grants from these funds towards the furnishing of school rooms have placed Lunenburg township in advance of the rest of the division in this respect. A grant of $100 was recently made from these funds towards establishing a library for the County Academy, on condition that the Town School Board make a like appropriation. I am pleased to be able to report that other sections are also moving in the matter of school libraries.

The Common Land Trustees have contributed $100 from funds under their control towards the better equipment of five schools in proximity to these lands. It is both pleasing and encouraging to notice this generosity towards the cause of Common School education.

A considerable number of schools still lacks necessary equipment, and I intend asking the ratepayers of these sections to make special provision for the same at the first annual meeting. With this end in view, I am making a careful note of what is required in each section.

Interest in the Nature Observations continues. We have more reports this year than last. All parts of the country are represented. The town schools are not behind in this respect, and some very complete and excellent Observation sheets come from them.

The cause of Education has lost a valuable friend in the death of E. D. Davison, Esq. He was chairman of the Bridgewater School Board and took a deep interest in the welfare of the town schools.

I inspected all the schools open at the time of my visit, except one of the island schools which I found impossible to reach on account of bad weather. In a number of cases, I found it necessary to make a second visit.

In concluding this report, I wish to thank you and your office staff for the courtesy and promptness accorded me during the year.

Your obedient servant,

H. H. MacIntosh.

To A. H. MacKay, Esq., Ll. D.,
Superintendent of Education.

DIVISION NO. 3.—YARMOUTH AND SHELBURNE.

JAMES H. MUNRO, *Inspector.*

SIR,—An Inspector's report published with yearly regularity must be characterized by a degree of sameness. The same schools, nearly the same teachers and similar evironments, make repetition unavoidable. Still there is one thing new which I have to report:—A School of Manual Training has been organized and is doing good work in an apartment of the Yarmouth County Academy.

In the autumn of 1901, Mr. Kidner visited Yarmouth, and in a lucid and interesting address in the presence of the School Commissioners showed the advantages to pupils, of manual training. The Commissioners "caught on." They equipped a room, and engaged as teacher Mr. Milford Grant, a graduate of the central school at Truro, who has proved a competent teacher. The innovation attracted me to the place several times, and it has created the impression in my mind that manual training gives a completeness to a boy's education which it had not before. In the room there are 16 or 18 benches, each supplied with appropriate tools, and stored near by are the various kinds of wood for "manufacture." As I looked at the boys handling tools—jack-planes, saws, mallets, chissels, etc., and examined their work, it seemed to me that they must wonder at their own hands. Only a short time ago their exercise was limited to handling school books, bread and butter, and bat and ball, but now they can use tools deftly, and make hat-racks, knife-boxes, clock-brackets, picture frames and other things more or less useful, and that, too, with a skill and neatness which fears no examination. I know of nothing equal to this to develop reflection in a boy, to concentrate his thoughts upon his capabilities, and to awaken ambition and self-reliance. He must feel when he leaves school that he is "good for something," and that he is in some measure prepared, and has the courage to begin to make his living. I understand that a better room is to be provided for the school—one much larger, more airy, and better lighted. It is to the credit of the school girls that they petitioned the Commissioners for the privilege of receiving manual training also, but for lack of room their request cou'd not be complied with. Perhaps the new arrangement may have room enough for both girls and boys.

In this connection it may be mentioned that a fine outfit of apparatus for gymnastic exercises has been given to the County Academy—the gift of a former School Commissioner (A. Cann, Esq.) costing $250.00.

With schools, each having from 8 to 10 departments, with a County Academy well-manned and equipped, with a manual training school, and with appliances for developing physical strength and agility, a

Yarmouth boy cannot blame his native or resident town if he makes a poor thing of his life.

The legislation uniting the three Belleville sections did not effect the settlement which was expected. The north and south ends utterly repudiated it and they were without schools during the year. At the last annual meeting the north end ratepayers convened and elected trustees, but on the plea that with their small assessable property they could not meet the instalment of debt due on the school house and maintain a school, they refused to vote money for direct school purposes. At the south end no meeting has been held for three years. It is sad to think of the privation of school privileges which the children of these sections have to endure.

Whatever the grievances of the parents may be, they are as nothing compared to their childrens' loss of education. The older ones have already reached the age when French boys generally leave school for good. Greenville, a section of colored people, has kept its school closed for the year. When they were first set off they did well—built and paid for a nice school house, and had it occupied most of the time—but now they seem to be weary of well-doing. To impose a penalty of $20.00 for neglect of duty on the part of trustees would teach them that trustees have important duties to perform, and that it does not pay to neglect them.

I have always kept Morris' Island in view, trusting that the younger generation would do for their children what their fathers never did for them, and now a school house is being built—the first ever built on that island—and doubtless a school will soon be opened there.

In my last report I stated that Sable River section had voted money to build a new school house. Some delay occurred, but in the presence of the energetic secretary, Mr. Howard M. Allen, difficulties vanished, and now the house is completed and occupied. My remarks in regard to Black Point quickened the sensibilities of the ratepayers there, and the new school house which stood so long unfinished was occupied at the beginning of the year.

Quite large sums have been voted to make changes and repairs in the case of two large buildings. Clark's Harbor (of which I did not speak in complimentary terms in my last report) intends to relieve the primary schools by building two comparatively small houses midway between the central building and the ends of the section. As the pupils are got ready for a higher department they will be transferred to the main building. Some people in the section would like to have it divided, though it is little more than two miles long, thus duplicating the work without the possibility of improving it. Clark's Harbor should stand for one section, and for one only, and

with the resources at the command of the people the largest and best school in the county should be found there. There are no more enterprising people in the County of Shelburne than the ratepayers of Lower Woods Harbor. They had a fine building, but the wants of the section had outgrown its capacity, and now they are expend-two thousand dollars in modifying and enlarging it. In other respects they are abreast of the times, for by far the best library in Division No. 3 is in their school.

Improvements are being made in other places, notably in Hebron section, and the minutes of the late meetings show that ratepayers are realizing more and more the necessity of providing attractive and comfortable schoolrooms. Within the sphere of Shelburne town there is a feeling that the time has come to build a new academy, which will be modern in construction, ample in accommodation and sanitary in its arrangements. The academy was never a good piece of work, either as regards architecture, accommodation, or sanitation. Additions were made, and rooms modified, with the result that they are unsightly, badly lighted, and unhealthy. I know that many ratepayers have long been dissatisfied, and no doubt will assert themselves and insure the erection of a building which will be a credit to the town, and, in fact, to the County.

The statistical tables show some facts that may be noticed. In Shelburne County every school was open some part of the year, but the number registered, as compared with the previous year was almost the same, the difference being only 4 pupils. The attendance shows an improvement of 2858 days; the increase being due to the better attendance in Eastern Shelburne. In the West there were too many breaks in the year, and substitutes had to be sought for, which interruped the attendance. I question the morality of a teacher signing an agreement promising to teach a whole year, while she has no intention of serving out that time.

In Yarmouth County there was a decrease in the registered attendance, of 82 pupils; but there was a gain of 18,761 in the days' attendance. This may be partly accounted for by calling to mind that the winter was unusally mild; but may we not also admit that the better and more attractive teaching had something to do with the increase.

From the same source we may learn something about salaries.

Average salary from section to teachers:—

SHELBURNE COUNTY.

	B	C	D
Men	$261 25	$164 13	$135 71
Women	157 92	132 50	100 04

YARMOUTH COUNTY.

	B	C	D
Men	$297 27	$225 00	$115 00
Women	186 05	164 11	129 21

I may state that in Yarmouth County there was only one C male teacher.

In Shelburne County there was an increase all round to the average male teacher, and to the D female teacher; but in the case of B and C there was a decrease. In Yarmouth County the average B teacher got $6 23 less; C, $55.00 more; and D, $5.00 more. The salary of the average B female teacher fell off $2.52, of C $2.19; but D got an increase of $4.50. Besides, there was a reduction in the Provincial grants: in the case of B $2.40, of C $1.80, and D $1 20.

Altogether the prospect of remuneration is not encouraging. At the same time none are to blame more than teachers themselves for lowering salaries. At present teachers are not too numerous, and when a vacancy occurs there is often much trouble to find a substitute. Yet they underbid each other, and to get acceptance they will name a salary, knowing it to be less than what had been given. Only a few days ago a trustee told me that they received applications which they would not consider, as it seemed to them that the applicants lacked self-respect to name a salary but little better than that given to domestic help.

Sometimes I hear the wish expressed that a new set of books was introduced. The wish comes chiefly from teachers who have used the present series for years, and who are so familiar with the pages as to make their teaching less efficient and more mechanical They allege that a new series would create a new interest, both for teachers and pupils, and give freshness and animation to their teaching.

In all our schools geography is taught, but I fear with limited profit. With maps hanging round the rooms, and with lessons given three or four times a week, the average boy leaves school knowing very little about the subject. Why is this? Geography is a subject which should exercise the imaginative faculty, and unless the imagination is exercised, it becomes a mere memory lesson, quickly learned and quickly forgotten. A boy says, "mountain," but does he picture the mountain in his imagination, does he trace it, height after height, till (it may be) it pierces the clouds? He says, "river," but unless he can fancy the river gliding and winding in its course, rushing here and almost motionless there, and bordered with the usual scenery on its banks, the utterance of the word is a mere mechanical sound. I think the teacher should look on the teaching of geography as giving him a peculiar opportunity for developing the imaginative faculty, for the more it is developed the more real and permanent every lesson will be.

I should like to add something about the reading which I hear in the schools, but my space is exhausted I will therefore defer my observations on this subject to a later date. With sentiments of profound esteem.

I have the honor to be,

Your obedient servant,

JAMES H. MUNRO.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 4—DIGBY AND ANNAPOLIS.

L. S. MORSE, M. A., *Inspector.*

SIR,—The following report concerning the public schools of Inspectorial Division No. 4 during the year ended July 31st, 1902, is hereby submitted. The Statistical Tables, compiled from the Annual Returns, are forwarded herewith. They contain many facts which need not be reiterated in this report.

As you are already aware two new sections were formed by the Boards of Commissioners at their meetings in May—one in Annapolis, East, and one in Clare—but as the action of the Boards in this regard has not at this writing been approved by the Council of Public Instruction, these sections have no legal standing as yet. Whether the Council of Public Instruction will consider the circumstances peculiar to each of these two cases sufficient to justify the Boards in forming these sections, is problematical in view of the policy expressed in the published comments on this subject. As a general principle the formation of small sections should be resisted, and, wherever practicable, efforts should be made to consolidate rather than subdivide sections.

Nine sections only were without schools during the year, being *three* less than were so reported last year. The special report on these sections forwarded herewith gives the reasons why no schools were maintained, which reasons in most cases were satisfactory.

The number of schools in session during the year was 235, being six more than were opened last year. A few schools were in session part of the year only by permission, and two or three more from unavoidable causes, in consequence of which the average number of days all schools were open was reduced to 204 out of a maximum of 216. In Salmon River, Section No. 12, Clare, which maintained a

graded school of two departments the school-house was accidentally burned in March, which resulted in a heavy financial and educational loss to the section. The ratepayers have decided to take all of the ensuing year to rebuild in order that the financial burden may be lightened as much as possible.

New school-houses have been erected in Forest Glen and in Dalhousie Centre sections in Annapolis East, and in each case the building is a credit to the section. The school-houses throughout this Division, with few exceptions are fairly creditable structures, and are provided with a moderate supply of apparatus. With very few exceptions, however, the apparatus is too limited in quantity and variety to meet the full requirements of the law. Constant pressure has to be exerted in some quarters upon trustees and ratepayers to induce them to fulfil their duty in this regard.

About the usual number of candidates applied for examination at the various stations in this division. A majority of these candidates were prepared in the County Academies and Graded schools. A considerable number, however, came from the miscellaneous schools. If these latter were well prepared for the examination, they must have been so to some extent at the expense of the lower grades. It is virtually impossible for one teacher to instruct all, or nearly all, the common school grades as they should be taught, and at the same time prepare candidates properly for the Provincial Examinations.

There is nothing new to report regarding teachers, or their work. Teachers of all grades of efficiency are to be found, and other things being equal the schools are good or poor in proportion to the efficiency of the teacher. The number of poor teachers is comparatively small as will be noticed on an examination of my notes of inspection for the year. If I have erred in my estimate of the work done as indicated in said notes, the error has been in favor of the teacher.

The character of the work done in the schools depends largely upon the methods adopted in imparting instruction, and upon the earnestness and devotion of the teacher. On the whole there is a gradual improvement in the schools, resulting from the gradual elevation of the scholarship of the teachers, and from the more general adoption of normal methods in their work.

In the matter of penmanship there is not that improvement which I had hoped to be able to report. The system of vertical writing has been quite generally adopted, and I must plead guilty in that I encouraged its introduction into the schools. It has been found to give satisfactory results in the lower grades where rapid penmanship is not required, inasmuch as the younger pupils are as a rule able to write a plain legible hand more quickly than under the sloping system. I am obliged from personal observation, how-

ever, to report generally unsatisfactory results in the advanced grades in which more rapid writing is required to be done. In such cases pupils very generally fall into back-hand penmanship, which in my judgment is unsightly, illegible and generally unsatisfactory. On this account some of the best teachers have already banished vertical writing from their schools, and I find that comparatively few teachers in this division are much in favor of it. For these reasons I feel disposed to recommend teachers to adopt the sloping system in the future.

The registered attendance of pupils was practically the same as last year. The average daily attendance was, however, over two per cent. greater. Whether this increased attendance was the result of the enforcement of the optional Compulsory Attendance Law or not is difficult to determine. As reported last year, one hundred and twenty-five sections in this division had adopted the law. It was not adopted in any other sections at the last annual meetings.

Phenological Observations were recorded by forty-two teachers in this division during the year, whose reports classified as directed have been forwarded to you. Twenty-five of these records were made by teachers of Annapolis County and seventeen by teachers of Digby County, and they represent nearly all localities in the two counties The effect of this work upon teachers and pupils must be beneficial in cultivating a love for nature in its various manifestations.

The 23rd annual session of the Teachers' Institute was held in Masonic Hall, at Annapolis Royal, on the 8th and 9th days of May. The enrolment was larger than at any previous meetings of the Institute. Lunenburg and Yarmouth Counties were well represented. The programme included papers and lessons as follows, viz.:—

1. Text Books in the Common Schools....Mr. Jos. H. Crowe.
2. English Literature—Milton.....Prin. A. W. L. Smith.
3. Geography in the Common Schools. . .Dr. Hall.
4. Geometry to Beginners.....Prin. Robinson.
5. Elementary English .....Prin. I. M. Longley.
6. Handwork for Small Schools .....Mr. T. B. Kidner.
7. Illustrated Talk on Penmanship.....B. Havey, Esq.

As a notice of the proceedings will be furnished by the secretary for publication in your Annual Report, further comment is unnecessary in this connection.

Arbor Day proceedings were reported by eighteen teachers and Empire Day proceedings by eleven. The exercises in these cases were highly creditable. I have reason to believe that these days were appropriately observed in many other schools.

There are in this division no school-gardens properly so called. In a considerable number of sections, however, beds are prepared on the school grounds in the Spring of the year for flowers, and these are chiefly intended for æsthetic rather than practical purposes. In some cases these beds are made use of for purposes of instruction. In addition, however, to these small attempts at gardening a fair proportion of the school rooms are provided with potted house plants which are used to some extent in giving instruction in Botany. Some teachers also plant beans or other seeds in boxes in the school room for the purpose of teaching the development of plant life from the embryo stage. These attempts are useful so far as they go, but they are not on a scale sufficiently large to secure the results to be obtained from regular school gardens.

The County Academy at Annapolis Royal was taught by Principal A. W. L. Smith who was popular as a teacher. The registered attendance was 39 with a daily average of 29.5. All the pupils took the full prescribed course of study with the exception of one in Grade XI.

Principal H. B. Hogg had charge of the Academy at Digby. The registered attendance was 35 with a daily average of 21.8. In this Academy also, the pupils with one exception took the full course of study. Neither of these Academies secures the attendance of many pupils from outside sections in consequence of the existence of high schools in other sections in various parts of the district.

Rev. P. M. Dagnaud, the President of Ste. Anne's College, was the acting Principal of the Clare Academy during part of the year, while the Rev. Augustin F. Amirault, the regularly appointed Principal, was attending the Normal School qualifying himself for an Academic License. Mr. Amirault took regular charge of the Academy during the last half of the year. The registered attendance at this Academy was 25, with an average daily attendance of 21.1. All the pupils were young men. No females were in attendance. The Principal had the assistance of the Professors of Ste. Anne's College in performing the prescribed work, which I believe to have been satisfactory.

In consequence of the scarcity of French-speaking teachers it became necessary to ask for the issue of four "permissive licenses." All four to whom permits were granted held scholarship certificates. One of them took her diploma of Third Rank at the Normal School, so that she became a regularly licensed teacher, and taught as such during the second half year. It is hoped and expected that no permissive licenses will be asked for or issued in future. I am compelled to think that the necessity for the issue of "permissive licenses" would have ceased long ago if females had been accorded equal rights and privileges in the Clare Academy with males.

French speaking teachers holding class A, B or C licenses were secured to take the principalship of the nine graded schools in Clare. This has never occurred before, and it is expected that there will be no difficulty in securing such for the future. In consequence of the better scholarship of many of the teachers in Clare, the number of pupils—especially females—qualifying to take licenses will probably be increased.

All schools were inspected during the year except those in Hillsburn Section, No. 4, Annapolis West, and Harrington Section, No. 23, Clare. These sections were visited, but on account of the sickness of the teachers in the one case, and the observance of a picnic celebration in the other, these schools were closed. Both schools, however, were in charge of experienced teachers, and it is right to assume that they were in a fairly satisfactory condition. Several schools received a second visit during the year.

In former reports reference has been made to the advisability of having the *Journal of Education* mailed to teachers instead of trustees. Under present conditions, weeks oftentimes elapse after its issue before teachers can get it, and in some cases they never see it. As the Registers now used do not contain the particular assignments of the course of study for each grade, and as teachers are directed to the *Journal of Education* for the same, it is essential that it be placed in the hands of the teachers as soon as possible after its issue. I would, therefore, recommend that the Regulations be so amended as to authorize the mailing of the *Journal* direct to teachers employed in each section with instructions to preserve the same in the school room for the use of teachers and trustees.

I have the honor to be, sir,

Your obedient servant,

L. S. MORSE.

A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

FRENCH SCHOOLS.

DIVISIONS NOS. 3 AND 4.—YARMOUTH AND DIGBY.

REV. J. J. SULLIVAN, *Special Visitor.*

SIR,—I herewith respectfully submit my annual report of French Schools in Yarmouth and Digby, for year ended July 31st, 1902.

I am pleased to be able to say that the interest in matters educational aroused in our French people a few years ago, has not begun to abate. We find, that as a body, they are taking a more active part in the general movement for the advancement of public instruction throughout this section of the province.

This interest is evidenced by the increased accommodation afforded, as well as by the improved apparatus introduced into many of our schools. As this move in the right direction is yet in its incipiency, there is still room for improvement, to secure which, changes can only be introduced in a slow and scientific manner to be effective.

Many theories may be advocated based upon the beau ideal which when tried will not be found practicable.

Abrupt, radical changes are not advisable, nor must it be taken for granted that heretofore no efficient instruction has been imparted in the public schools in French districts.

The proper ground for reform, and for the introduction of new methods whereby a solid foundation may be laid, upon which, alone, a sound education may be built, is the primary department.

This unfortunately, in many districts is the stage which is treated very indifferently, and in some cases, grossly neglected.

Our teachers are forced to seek the advanced department in all our graded schools on account of the disparity in salary.

Our worthy trustees encourage this state of affairs by insisting that the work in the primaries is not so important or so difficult as that in the advanced. The result is, that many of our best teachers consider it an indignity to be offered a primary class.

They prefer to accept the advanced and leave the primary to altogether inferior teachers, whose work has oftentimes to be gone over again in the advanced department.

We need better teachers in our primary classes, if we are to look for good work and permanent progress. We need teachers experienced in the working of the child-mind, and well versed in both French and English. No teacher is qualified to take charge of a primary without either having passed through a training school or having supplemented that course by experience in teaching.

Grading:—As an inevitable result, in those schools in which the primary work is gone over in a cursory manner, the children are badly classified, the school work is poor, and school order not much better.

Our teachers are too much given to promotion "en bloc." They too frequently lose sight of the individuality of their pupils and "send them up" regardless of their mental qualifications. Such grading entails no end of trouble and is most detrimental.

Neither trustees nor parents should be considered competent to decide whether a child be fit for promotion or not. The method adopted by some of our school officials is to equalize, as closely as possible, the number of children in each class-room.

The result of this numerical uniformity is, that the bright and slow in chain gangs are obliged to move at the same snail-like pace.

Did the trustees exert their energies to the securing of the best teachers, and to the supplying of more modern apparatus for their schools, better results would follow.

They would have complied faithfully with the obligations of their office, and they might conscientiously and safely entrust the fate of the internal economy of the school to the teacher.

There is one charge that cannot be brought against the trustees throughout this whole district, that is, the exercising of their right to visit and examine the different classes in the school under their jurisdiction. The ability of the teacher, and his standing in the community, are estimated by the value placed upon him by his own scholars.

Conflict of Languages:—There seems to exist in the mind of certain educationists, so called, a very wrong idea regarding the relative position of the two languages in our schools.

To any serious mind, the necessity of imparting knowledge to a young child through the medium of his own language is self evident. The object in view is to educate our people, and the problem as it now stands, is, what are the best means to attain that end?

As education is an empirical art, those in charge of our public instruction must not be expected to solve this difficulty, except after

careful and serious study. The methods already applied however, have had nearly as good, if not as good results, as were from the beginning anticipated.

A gradual simplification of the present system, with proper text-books in their vernacular in the primary departments, with devoted teachers well posted in the Berlitz method of teaching English to beginners, will in a short time place our schools upon equal footing with the best in the province.

School Buildings:—Improvements are being slowly made in the school houses throughout this district. South Theriault has heeded recommendations given last year, and has put up a neat building. On account of process of construction, school was held for six months only. Bear Cove and Cheticamp sections still insist upon retaining separate schools, whilst it is very evident that, apart these sections are unable to decently support their buildings or pay adequate salaries to teachers. These two sections should be united, as apart, the schools are entirely neglected, whilst united, the children without any inconvenience, would have the advantage of a better training.

The people in Salmon River met with quite a loss in the destruction by fire of their school house. This building was quite mysteriously and completely wiped out of existence last March.

From that time up to the end of the year, the children were kept together and their studies continued through a private school taught by Mr. Alex. Deveau, who, though holding no license, has done very good work. Through the encouraging interest of the Rev. A. B. Coté, pastor at Salmon River, the school section has undertaken the construction of a new building which, we trust, may prove that the late incendiary was a blessing in disguise.

St. Benoni is in possession of a miserable school building, surpassed in roughness by its out houses and surroundings.

Meteghan River should have a more modern building, with something like sufficient apparatus. The site of the present school is neither picturesque nor healthful.

Belleville is still rich in buildings but very poor in schools. The middle section alone is in working order.

The other two school buildings stand as a monument to either the unconquerable obstinacy of their respective ratepayers, or to the absurdity of advocating a multiplicity of schools without regard to the possibility of properly supporting them.

Better accommodations are urgently needed at Sluice Point. The number on register far exceeds that permitted by law in a miscellaneous school. Hubbert's Point is in a similar condition. The attention of trustees in each of these sections has been called to the necessity of enlarging these buildings at once.

Composition:—In the majority of the schools little or no attention is paid to this important branch of education in French or English. This great lacune might be characterized as universal. The most of our scholars have not the slighest idea of the most elementary form of composition. This is due to many causes, the chief of which is that the majority of our teachers, having received a training similar to that which they are endeavouring to impart, are not sufficiently posted in this art to inculcate a taste therefor among their scholars.

Another explanation may be found in the fact that too much importance is attached to a verbatim recitation of the text book in use. The child is not trained to master his lesson and then explain or epitomize it in his own words.

This fault is almost pardonable in English when the children are unfamiliar with that language, but in French more attention should be paid to the development of the reasoning faculties, and less to that abominable parrot-like method of rolling out line after line of words unintelligible to the child-mind.

In many cases our teachers confound copying from books with dictation, and dictation with composition.

A daily exercise in composition might be practically given with very good result in teaching the scholars to give a slate resumé of the lessons read in class.

After a little time an agreeable improvement and a marked facility in oral lessons would be apparent.

Manual Training:—Remarkable talent in linear and mechanical drawing is displayed in many of our schools. It is to be regretted that this natural ability is not more fully developed by the introduction of at least the most necessary apparatus, for an elementary lesson once a week in manual training in mechanic science.

Rural Consolidation: Much more rapid and lasting progress in matters educational in this district would be effected, if the ratepayers would abandon their pernicious habit of splitting up their school sections into a multiplicity of Kindergartens and nurseries, and consolidate into a few well equipped and better supported graded schools.

No better field for rural consolidation can be found in this Province than along the shores of St. Mary's Bay.

The Academy at Church Point still continues in its good work, the effects of which, we hope, may be more general when the advantages of its course are extended to female students, for upon these we depend more than upon males to maintain a sufficient teaching staff.

The third annual meeting of the French Teachers' Institute was held at Meteghan this year. A fair proportion of the members attended and took great interest in the questions brought up for consideration.

The papers read were well thought out and in every case a lively discussion followed. Many useful resolutions were passed, as already reported, which, if faithfully carried out by the members of the Institute, will prove healthful to our schools and beneficial to the teachers themselves.

In associations of this kind more depends upon a faithful adherence to its principles than upon a model manufacture of ideal resolutions which are not thought of or referred to, from one annual meeting to another.

So far the meetings of our Institute have been helpful, and should they fail in completely attaining their object, as rapidly as the most sanguine of its members anticipate, the fault lies with the teachers themselves in neglecting to stand by their resolutions.

I am pleased to be able to say that, with few exceptions, which will be dealt with at next annual meeting, the teachers support firmly the purpose of the Institute.

As my notes of inspection gave in detail the respective standing of every school visited, it is unnecessary to particularize here.

Thanking you most cordially for your hearty co-operation and courtesy during the year,

I have the honor to be, sir,

Your obedient servant,

J. J. SULLIVAN.

To A. H. MACKAY, LL. D.,

Superintendent of Education.

DIVISION NO. 5.—HANTS AND KINGS.

COLIN W. ROSCOE, M. A., *Inspector.*

SIR,—Owing to the removal of the population from some school sections, a few of the schools in this division have been closed for several years. These are mining localities or sections on the mountains where the special industry of the place has failed, and the people have sought homes in other places or countries. It is often questionable what is best to be done with such sections, since a revival of the industry will make a school again necessary. To attach them temporarily to the nearest sections seems to meet the case. Last year Australia section, in Kings County, was broken up permanently and joined to two other sections. This was a case where the number of children was too small for a school, and the people could not afford to sustain one. It seemed better for some of the children to walk two miles and have school privileges than to be deprived of a school altogether, and so this section was disorganized. There are two mining sections, viz.: Manganese Mines, and Rawdon Gold Mines, in East Hants, that may well be attached to other sections. This would have been recommended at the last annual meeting of the commissioners, but a quorum did not meet, and no business was done. The Board for Kings united Randville and Canning into one section at the last meeting. The other sections of the district remain as last reported.

There are a few points not referred to in my Monthly Reports, or in the Statistical Tables sent herewith, to which I wish to call your attention.

1. The new form of School Register requires trustees when signing it to affix the date of expiry of the term of office of each. In a large number of cases the dates given have been 1902, 1903 and 1904, instead of 1903, 1904 and 1905, showing that the old notion that the retiring trustee shall sign the returns of the school whose teacher he was a party in engaging still prevails. As this may lead to perplexity and perhaps loss in some cases, I would recommend that the matter be explained in the next issue of the *Journal of Education.*

2. Few understand and fill correctly the form of oath attached to the "Returns," especially to the semi-annual one. The form being the same as that of the annual return, confuses; and the term "Employed as specified in the Regulations of Council Nos." is not understood; and questions 10 and 31, in the semi-annual form are taken to be different.

3. School gardens have been planted in some sections and utilized for the teaching of nature lessons, etc. From the reports of

two teachers who had gardens, I can best give an idea of the extent and value of these to the schools where they were planted:

"Our garden was planted with peas, beans, pumpkins, corn, onions, carrots, parsnips and cow-peas, by the pupils of the C and D grades. The chief use made of the garden was for botanical purposes. The aim was to study the plants at different stages of their growth, and to identify as many of the common weeds as possible. As an aid in the study of root growth we found that growing beans in a box of leaves was quite useful. The plants could be taken up at different stages of growth and examined without the objection of soil clinging to their roots. Beans planted in this way and supplied with no other food than water grew and blossomed. The full use of the garden is found in the fall when the fruits and vegetables are mature. These objects can then be used for drawing as well as for the study of science.

"The boys of the school prepared the ground and each pupil brought seeds. In the smaller beds we planted sweet pea and morning glory seeds In the general bed we planted daisy, pansy, mignonette, nasturtium, with such vegetables as grades VII, VIII and IX were particularly anxious to watch growing. As far as we could we left our text-books when the spring season came, and studied from the world of flowers around us. In that line we found the garden of use. We were able from day to day to notice advancement in some cases and growth of the various seeds and see how much faster some came than others, etc.

"The pupils of the lower grades were as anxious as the older ones, and would run with delight to tell us of some new little plant they had discovered above ground and find out its name. They would watch for the same plant in their gardens at home, and tell me more about the plants as they grew, than I had myself noticed. I found this very helpful to me in my nature work, particularly with the lower grades. I also found the time we had allotted to this study each day growing much too short to suit either myself or the children."

The former note was from the principal of a high school of four departments, and the latter from the teacher of a miscellaneous school, in which were some high school pupils. It is evident from these extracts that some time can be profitably used in any school in cultivating and watching the growth of plants, etc. To study the subject of agriculture to any extent in the public schools seems to require a specialist and more time than is now devoted to it. Such a specialist, employed by five or six schools, and required to give the whole or part of one day each week, to each school, would seem to me to meet the case, and supply what, in some counties of the province, has come to be an urgent demand.

4. Many of those seeking admission to the teaching ranks obtain a certain grade as the result of the Provincial Examination and attend Normal School for professional rank. Sometimes they are awarded a rank lower than they apply for with the promise of having it raised upon presenting a certificate from their Inspector that they have taught successfully for one year. In this Division nine teachers gave notice that they wished to be regarded as competing for advance in rank. After visiting the school of each twice and submitting them and their schools to an examination according to the standard that seemed reasonable and fair to me, I could not recommend more than one of these for the advance. The question naturally arose in my mind whether the standard fixed was too high or was in accordance with the intention of the Faculty of the Normal School, who conditioned them. The scholarship of these had been decided by the Provincial Examiners, and they had been trained to teach at the Normal School, and now what seemed to me to be wanted was to test their ability to teach and manage a school. I visited each school, except one, during the first half year without announcement, and gave notice that at my second visit I wanted new lessons taught in subjects, which I named. I gave the teachers the choice of the particular lesson on the subject named, and the class to which it was to be taught. In most cases there was little or no teaching done. It was a mere hearing of lessons, or a review of some facts previously learned. I did not think the work possessed that degree of merit to justify me in recommending an advance, and so I did not do it. The task was an extremely delicate one, and I wished some one other than I had it to perform. Sometimes it seemed to me that some of these had better have been told, by the principal of the Normal School, that they better not try to teach, but go home and seek some employment in which they may hope for a fair degree of success. The Normal School should in some way seek to weed out or discourage those who cannot hope to win a fair degree of success as teachers. The time has come when some of the girls and boys attending high school should learn that the schools are not open to all who want to earn a few dollars, unless they possess some aptitude for the work.

The question also comes whether more training cannot be given to those who are permitted to teach. Certainly the chief work of the Normal School should now be to train those who attend, how to teach. Two or three or a half dozen practices, under the eye of specialists, are not enough to secure the kind of teaching now demanded in many places. Every lesson should be a model. The pupil teachers should be taught not only what to do, but what not to do, in teaching a good lesson. And they want to know how much to expect from their pupils, as well as what is not reasonable to expect from them. The teaching of too many, is not what is needed or expected. It must be improved upon or there will be a clamour for a change of system.

5. While the School Commissioners have not a large amount of business to transact at their meetings, what they have to do is important and they perform a most useful service in carrying out the school system. The Board in Kings is well attended. In West Hants from three to six are as many as can be counted on at any of the meetings, and in East Hants there has not been a quorum for two years. The business that could not be postponed was done by the Council of Public Instruction. The reason for the small attendance of Commissioners in Hants is that the Boards have been depleted by death, and several of those remaining are aged and cannot well attend. I recommend the appointment of four or five for each of the Boards in Hants.

SCHOOLS.

COUNTY.	No. Schools.	No. Teachers.	No. Pupils.	Attendance.
Hants	126	140	4682	550884
Kings	128	136	5010	529925
Total, 1902	254	276	9692	1080809
" 1901	255	273	9687	1020226
Increase	.....	3	5	60583
Decrease	1	.....	.....	.....

TEACHERS.

COUNTY.	A.	B.	C.	D.	Prov. D.	Male.	Female.	Total.
Hants	3	35	60	36	6	13	127	140
Kings	8	38	52	30	8	21	115	136
Total, 1902 ..	11	73	112	66	14	34	242	276
" 1901 ..	16	61	104	88	4	37	236	273
Increase	....	12	8	...	10	.....	6	3
Decrease	5	....	....	22	.....	3	.....	.....

One hundred and twenty-nine teachers are reported as holding Normal School Diplomas, as compared with one hundred and thirty-three last year.

Only fifty-four schools are reported in session for full term of 216 days, and fifty more for 215 days

The schools as a whole have done good work. There are always superior teachers and good schools in this Division. The percentage of such schools is perhaps as large as in any other district in the Province. The aim should be to have all the schools come up to the highest standard of excellence. While I have nothing but praise for the work done in many schools, I find defects of a most conspicuous character in too many others. Lest others fall into the methods of these who have so signally failed, I deem it well to point out some of the failures that are too common. The teaching of reading consists in telling pupils the hard and mispronounced words. No effort is made to lead pupils to understand the meaning of the words repeated. The sentence pronounced does not produce one thought. The words are about as meaningless as Micmac. No attention is called to pauses, to the use of capital letters, to the sounds of the letters and to the plan of breaking up the word into syllables, so as to get a key for pronouncing it. Nothing of the many things, that would make reading an intelligent and interesting exercise is done. How pupils ever learn to read in this way is a mystery. A few minutes spent in each reading lesson in directing the pupils' thoughts to these things will prepare them to master almost any lesson assigned, and make them aware that they are learning all the time.

In these schools arithmetic is taught in much the same way as reading. "Sums" are set and pupils add, subtract, multiply, and divide in a mechanical sort of way. None of these things mean much more than that it is some work to be done in school to fill in the time. With pupils a little beyond the fundamental rules the work consists in going through the arithmetic. The pupils do the easy "sums" and the teacher works the hard ones in sight of the pupils. I am glad that there is not much of this kind of work. There should be none. The teachers who do it should be closed out.

There is still another phase of teaching, or lack of teaching, that may be illustrated by the plan followed in teaching Canadian history. The lesson, covering several pages, is assigned, and the pupils are told they must study it. Some try to commit to memory, others study till they become discouraged, and find it impossible to master the lesson, and as the teacher is found to be lenient, these soon give up the struggle. Little history is learned, the text-book is condemned, and the pupils get a distaste for the study. To make a success of the study the teacher should read the lesson with the pupils before assigning it, and call attention to points, words, facts, etc, and then say I want you to read this so as to tell what you can about the following topics. Here let the topics, not too many, be put on the black-board, and each member of the class take a copy of them. Now the study is not to memorize but to review the

points assigned. It will often be found well to recommend the reading of some short article bearing upon the lesson, to be found in some book or magazine in the library or elsewhere. In hearing the lesson, after reviewing the class to see what the pupils have done, the teacher should be prepared to add a few new points to increase the interest. This kind of work applies to the common schcol grades.

I want geography taught also without much memory work. Much preliminary oral work, in the way of getting a good knowledge of what the lines, figures, etc., on the maps mean, should be done before the formal study of geography is attempted. When the study of any country is taken up, expect the pupils to find the position (latitude and longitude) of it on a good map, and ascertain the currents that run near it, and how they may be expected to influence the climate of the country. From this, aided by previous knowledge of the conditions in this latitude, let the pupils draw conclusions as to climate, products, people, etc. After finding all the coast waters, islands, rivers, cities, etc., turn to the text-book and compare. I would not have the text-book an exhaustive treatise, but an outline In my opinion our text-books have been too copious in the past. Geographies for reference in one's library, and for the use of beginners, are two quite different matters. Do not take a library to school in the form of an ordinary text-book. Establish a library for reference in each school, and teach children how to use it. This kind of treatment will fix more knowledge in the pupils' minds than the memorizing plan, and in addition will teach them to examine, discover, and compare, and thus study to profit. This note is written in the hope that it may catch the eye of some one who is inclined to make too much use of the text-book in teaching.

The County Academies stand first, and are naturally looked up to as head of the schools of the district. The one in Kentville has laboured under a most discouraging condition of things during the past year. Shortly after the schools opened, and the work had been planned for the year, the commissioners were compelled to close them for more than three months on account of the breaking out of small-pox. This had the effect not only of reducing the attendance of the resident pupils of the town, but many from other parts of the county, who left at this time, entered other schools and did not return when the schools re-opened, so that the attendance for the year was much less than it otherwise would have been. Miss Jennie W. Ross, B. A., who has been principal for the past three years has resigned. She was a very excellent teacher and succeeded admirably as principal. This is the second case in the Province of a female assuming the principalship of one of the County Academies. Miss Ross is to be succeeded by Mr. H. B. Hogg, B. A.

Windsor Academy is still under the principalship of Mr. John A.

Smith, M. A. This is a superior school. Mr. Smith was assisted during the year by Mr. Graham P. Morse. The common school grades have done excellent work.

Wolfville maintains a good school of six departments. The school is carefully and well graded and taught, in all it departments. The pupils from the high school give a good account of themselves at the Provincial Examinations.

Hantsport has sustained its reputation for keeping in the front rank with its school. The school is graded into five departments. Mr. W. J. Shields, the principal, received the "A-1" grant for the year.

Berwick still continues to maintain the high standard of its school. Mr. Percy J. Shaw, B. A., the principal, secured the grant for teaching agriculture. Mr. L. D. Robinson taught the preparatory department for part of the year, and Miss Winifred Webster, Class A, taught this grade for the remainder of the year. They aided Mr. Shaw by teaching some of the high school subjects. Berwick has been an important educational centre for a long time, and has probably prepared more candidates for the Provincial examination than any other town of its size in the Province. Now a movement is on foot to secure a site here, or in this vicinity, for the establishment of the consolidated school, under Sir William Macdonald's plan. I do not know of a more suitable place to test the principle of this kind of schools. A large number of schools is included within a radius of five miles.

Canning has had Mr. Harry L. Bustin, B. A., as principal for the year, and the school has been running well.

There are 30 graded schools, representing 87 departments, maintained in the division for the year. Of these 14, with 41 departments, were in Kings; 10, with 33 departments, in West Hants, and 6, with 13 departments, in East Hants. The trustees of these aim to have at least a Class B teacher as principal, and as high a class as possible for the other teachers. It is becoming the aim to secure as many graduates of colleges as possible, for teachers in the graded schools. The increased number of those holding B. A. degrees, and A and B licenses, as teachers, is to me a favorable indication. The graded schools are doing well, and many of the miscellaneous ones are no discredit either to the sections, where they are found or to the teachers in charge of them.

More has been done in the way of repairing school buildings, reseating, etc., and in supplying maps and apparatus, during the year, than for many previous years. The requirements for the "A" schools have been an incentive to do something to secure the grant, conditioned to some extent on this matter.

I have gradually pressed schools to comply with the law. For the Township of Cornwallis between $500 and $600, were placed, by the School Commissioners, at my disposal to provide such equipment as, in my opinion, was most needed. This Township includes about 60 schools, and the fund is a "School Land Fund" under control of the Board for the benefit of this Township. In some schools I placed a dictionary, in some two maps, and for the high schools I gave sums, varying from $10 to $20, to supplement sums given by the trustees, for apparatus, for chemical and physical experiments. Thus these schools were much aided and benefitted.

South Noel Road, East Hants, has built a good school house and put in a hot air heating furnace; and South Waterville, Kings, has completed the house in course of construction when I last reported. The latter section has had a good school throughout the year, the former, did not get ready for a school till the second half year, and so had to be contented with a six months' school.

Many houses have been repaired and reseated. The tendency is to have better school accommodation than in the past.

The Teachers' Institute, which had been postponed twice on account of the prevalence of smallpox in the district, was held in Windsor, on May 1st and 2nd ult. There were 125 teachers enrolled as members, and the occasion was one of more than ordinary interest. As a report, in detail, will be given by the secretary for publication, it will not be expected that I give a fuller report here.

The smallpox scare affected the attendance of the schools in ten or twelve sections very much. By the direction of the health officials, the schools in nine sections were closed for periods varying from three to fifty-eight days. By pursuing this course the disease has been stamped out, and most of the schools have recovered from the interruption.

About fifty well written reports of the observance of "Arbor" and "Empire Day" were sent me by the teachers. Judging from these, the days were very profitably spent. Extracts from one or two reports will give a good idea of what was done:—

(1) "I send you a brief account of Arbor Day exercises as celebrated here Friday, May 9th.

"We took up the usual work until a quarter to ten, when we went out on the playground. The boys were provided with spades and rakes, some of them cleaned up the ground while others assisted the girls in making two small flower beds. After this we planted five maple trees along the side and front of the school property which occupied the rest of the morning. In the afternoon we had a number of recitations and readings, all bearing upon Arbor Day, and

between these, two or three little talks on the meaning of the day, the value of trees, and particularly the special love and care we should have for the maple tree, the emblem of our Dominion.

(2) "We observed Empire Day by having a small entertainment, to which we invited the parents of the pupils. Although it rained, about thirty visitors were present. The following programme was given:—

1. March—by the School.
2. Chorus—"Young Canada was There."
3. Essays—"The British Empire."
4. Motion Song—Primary Pupils.
5. Recitation—"Our Flag."
6. Chorus—"Hurrah for Canada."
7. Flag Drill—Primary Pupils.
8. Recitation—"The Good Queen."
9. Chorus—"Hearts of Oak."
10. Recitation—"By Favor of the Queen."
11. Recitation—"Empire Day."
12. Chorus—"Soldiers of the Queen."
13. Recitation—"Fling out the Flag."
14. Recitation—"My Country."
15. Essay—"Development of Government in Canada."
16. Flag Drill—Advanced Pupils.
17. Speeches—by Trustees.

Lessons in the geography and history of the Empire, and essays and speeches on some phase of the life, progress, and future of the same, were characteristic of these exercises. Many of the reports mentioned lessons on the British and Canadian flags. If I had as good reports from all the teachers as those sent in, I should feel surer than now that these days were being observed in all the schools. All schools should observe them.

I shall conclude this report by a reference to Manual Training: The young men and boys of Wolfville—to the number of about fifty—have been attending the mechanic science school, taught by Mr. W. H. Fairn, during the past year. The school has been deservedly popular This kind of education is giving a new trend to the ideas of those who have been wedded to the old systems. A school of Domestic Science will be opened at the beginning of the school year, which the females of this town will have the privilege of attending Kentville and Windsor have taken steps to combine for work in mechanic science and domestic science, and I hope it will not be long before Hantsport, Berwick, Canning and other towns will fall into line. An arrangement to combine two or three of these under one teacher will prove a good way to begin the work.

This report is respectfully submitted for your consideration.

I have the honor to be,
Your obedient servant,

To A. H. MacKay, Esq., Ll. D., COLIN W. ROSCOE.
Superintendent of Education.

DIVISION No. 6—ANTIGONISH AND GUYSBORO.

A. G. MACDONALD, M. A., *Inspector.*

SIR,—I have the honor to submit the following report for Division No. 6, for the year ended 31st July, 1902.

The lengthy tabulated statements and monthly reports, already sent you, remove the necessity of making extended reference to the educational statistics for the year.

The public school teaching staff for this division comprised, in all one hundred and seventy-six teachers, being five less than the number employed the preceding year. Eighty-six teachers had charge of the schools of Antigonish county, and ninety of the schools of Guysboro county. Notwithstanding the slight diminution in the staff, the average daily attendance of pupils for the year was larger in either county than it was the previous year; and the grand total days' attendance, also, was considerably in favor of this year in the case of Antigonish, though not so in the case of Guysboro county.

The prevalence of contagious diseases in different parts of the latter county, and a "smallpox scare," no doubt account for this shrinkage in the grand total days' attendance.

In Antigonish county there were twelve sections that had no school during any part of the year. As you will have observed from my special report on these sections, eight of them had no school on account of "fewness of pupils," while the remaining four failed in getting teachers for the salaries offered.

The recently-formed section of Copperlake was engaged in building a school house and otherwise preparing for operating a school the current year; and I am glad to be able to say that, both in regard to building and equipment, this section has done very well.

In the county of Guysboro, comprising the two municipalities of Guysboro and St. Mary, there were fourteen sections without school during the year.

Fewness of pupils is justly assigned as the reason for not having schools in the sections of West Roman Valley, Glencoe, Birchtown, South Merland and Greenfield.

The section of Half Island Cove was engaged in building a new school house to replace the one destroyed by fire in June, 1901. Goshen section was completing a new school house, the old one having become unfit for further use. The remaining sections of River-

side No. 2, Ogden, St Francis' Harbor, Seal Harbor, the two sections of Larry's River and Fisherman's Harbor had no schools because they did not look for teachers in time, and because they would not pay, even at the last moment, such salaries as would induce teachers to take these schools.

Two new school houses were occupied for the first time during the year, one in Newtown, East River, St. Mary, and the other at Liscomb Mills. Both buildings are of a very creditable character. New ones of the best type were built and equipped in Half Island Cove, Goshen, and the lately created section of Spanish Ship Bay. The one in Goshen section is particularly attractive, and is second to no rural school in this division.

Money was voted by Aspen section at the last annual meeting for a much needed new school house. The old building was condemned by the Board of Commissioners for St. Mary, on my recommendation, as unsuitable for school work after the current year. Port Bickerton also voted money to replace their present too cramped and inconveniently situated school house by a new one that will properly accommodate the large number of children of this rapidly growing section.

Upper Glen Road, Antigonish county, voted money at the last annual meeting for building a new school house, which is to be ready for school work next year.

In the same county the schools of North Merland, Cross Roads, Ohio, Beech Hill and Monkshead were furnished with good new seats and desks, and extensive repairs were made to several other schools, particularly to those of St. Joseph and North Grant.

In the county of Guysboro improvements in the way of better blackboards or better seats or repainting or replastering were made to the school buildings of Lower Caledonia, Middle Liscomb, Wine Harbor, Sonora, Goldenville, Half Way Cove, Hazelhill, Grosvenor, East Roman Valley, Charlos' Cove and Port Felix East.

Largely through the efforts of Dr. Thompson, of St. F. X. College, the town of Antigonish took another forward step in educational matters by getting a mechanic science school established in connection with the town schools. With complete equipment it was opened at the beginning of the latter half of the school year, and had a total enrolment of one hundred and ninety-three boys. Alexander Sutherland, a graduate of the Truro Mechanic Science school, was its efficient instructor, whose services, I am glad to say, have been secured for the current year. I cannot speak too highly of the various benefits that have already resulted from this school. The claim put forward that manual training reacts beneficially on other studies has been amply verified, even in the short time since its establishment here.

A school of Domestic Science is urgently needed to give the girls of our schools equal advantage with the boys. Principal Campbell, of Truro, who has been so successful in organizing Domestic Science schools in a large number of our more progressive provincial towns, addressed a meeting of our citizens on the subject during the year. The town council did not feel, at the time, prepared to take a hold of the matter, but it, no doubt, soon will.

A beginning was made in Manual Training by the Academy of Guysboro and the schools of Canso by adding to their equipment a manual training work bench and the complete set of tools required by the school law in the case of schools which desire to be ranked as "Superior."

The value to these schools, already apparent in the better condition of school furniture and appointments, and in the additions made to apparatus, more than compensates the sections for the cash outlay made in procuring this class of equipment.

In a few schools attempts were made in school gardening, but the cold and generally unfavorable weather of May and June rendered these attempts practically abortive.

Principal Bruce of Hazelhill made praiseworthy efforts in this direction; but when the young plants needed most attention the summer holidays came on, and the weeds were complete masters of the situation before the schools resumed work after the vacation.

Floriculture was attended with encouraging success on the fine grounds of the Convent schools of Antigonish and Havre au Bouche. Teachers undertaking the important and commendable work of making and planting school gardens should select seeds of early, hardy and large-growing plants.

The difficulty of getting teachers for the salaries usually offered is a growing one; but to many, the writer among the number, it does not appear wholly an unmixed evil. It certainly is a hardship to see children deprived, for even a portion of the year, of the opportunity of getting an ordinary common school education; but, if the much needed reform in the matter of teachers' salaries require the shameful sacrifice, then let it be made, but let it be borne in mind that parents and others who have created the necessity for it must bear the responsibility.

The history of the administration of the public school law, for over a third of a century, in this province, leaves no room to doubt that the freedom left to ratepayers in voting salaries for teachers, and to trustees in selecting teachers, has been, on the whole, abused.

Unless an effective remedy is provided by legislation, the difficulty of procuring suitable teachers is bound to become still more acute,

for even the least enterprising ones in the profession can improve their positions, financially, by betaking themselves to other callings. I can state from personal knowledge that the failure to get teachers, in the case of a few sections last year, did more to focus public attention on the paltriness of the salaries offered than the most elaborate argument or the most eloquent appeal could have accomplished.

While the low scale of salaries paid is the paramount obstacle to the progress of education, I should not forget to state that there are other causes also which exert a baneful influence on our schools. One of them is the industry of berry-picking in many of the Atlantic Coast sections during the months of September and October. This industry is so important, and of such vital interest in many settlements along the coast, that old and young are engaged in it. With a view to economy, no proper efforts are made to secure teachers till about the first of November. Trustees then discover, when it is too late, that they cannot get a teacher at all for the salary offered, or only such as could not get a school in the general competition at the beginning of the school year. And thus, in such sections, schools are either closed down or are generally in weak hands.

Another cause is the deplorable depletion in children of school going age in many of our Agricultural districts. Schools, once strong and flourishing, are now no more; or are so weak in pupils that trustees do not feel justifield in engaging any but the cheapest teachers. Nor are these sections, as a rule, territorially small, or weak in property valuation.

At the last meeting of the Antigonish district board a committee was appointed, at my suggestion, to assist me in determining the best course to follow with respect to nine or ten such sections in the vicinity of Antigonish town.

If the children of the territory covered by these sections are to get a fair educational chance one of two things must be done: either the number of sections must be considerably reduced, or the sections must make arrangements to send their children to the schools of Antigonish town, which are centrally situated with regard to the whole of them.

I am in hope that in a future report I shall be able to state that progress has been made by the adoption of one of these alternatives.

A very successful institute of the teachers of the division was held in College Hall, Antigonish, on the 19th and 20th of December, 1901. As a report of its proceedings has been already sent you, and as it will find a place in your Annual Report, I need not make any farther reference to it here. I cannot, however, forego this opportunity of publicly expressing my high appreciation of the

efficient assistance given on the occasion by the ladies and gentlemen of Antigonish, and by gentlemen from outside the district, who, at much inconvenience attended it, and helped to make it a success. These were yourself, Dr. Hall, and Prof. Russell of the Normal School, and Supervisor Kidner of the "Macdonald" Manual Training School.

I must not conclude this report without recording my admiration of the punctuality and fidelity with which the teachers of my division, almost without exception, attend to their duties, not unfrequently under difficult conditions. In the course of my visitation, I have found them at their post in all kinds of weather. Frequently have I found young ladies, reared in easy and comfortable homes, busily occupying hand and brain in an endeavor to coax a struggling greenwood fire into a brighter and more welcome existence, with the mercury in the vicinity of zero, and with a group of shivering children gathered around a cheerless and comfortless stove. The grumbling payer of school rates will say that such teachers perform only the duties *for which they are paid;* others, less given to such questionable worldly wisdom, will call such devotion heroism, and are unwilling to make mere money the measure of their reward.

I have the honor to remain,
Your obedient servant,

A. G. MACDONALD.

TO A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

DIVISION NO. 8.—INVERNESS AND VICTORIA.

JOHN MCKINNON, *Inspector.*

SIR,—I beg to submit the following report on the schools of Inspectorial division, No. 8, comprising the counties of Inverness and Victoria, for the year ended July, 1902.

There were 123 schools with 136 departments in operation in Inverness during the year; and in Victoria, 55 schools with 60 departments.

In Inverness 17 sections were without schools, and in Victoria 13 sections. Of these, 12 or 15 sections, from depopulation, had but few children of school age, and not in sufficient number to warrant the opening of schools. Three sections have no school buildings, but are preparing to erect them, while in six or eight sections the school-going children are largely drafted into the schools of the adjoining sections.

"Little Mabou" section and the new section recently formed at South Mabou Harbor have both been without school during the year. The former has been seriously crippled by detaching from it some ten ratepayers who have been put into the latter section, and its ability to support a school in present circumstances is very doubtful.

The recently formed section, "South Mabou Harbor," has not justified the hopes entertained by the district board—that better accommodation would be provided by the ratepayers for the education of their children on the creation of a new section. No steps, up to the present, have been taken to erect a suitable school building, and, though permission was given to use the very inadequate building put up three years ago, in anticipation of this new section's being created, pending the building of a suitable school house no school has been opened, though in the representations made to the district board by the promoters of this new section it was stated that the section would have 45 children of school age.

There was a serious decrease in enrolment and attendance of pupils in 1901, consequent upon railway construction in Inverness, and caused by the detention of older pupils at their homes to assist their parents in farm work, and also by outbreaks of measles and whooping cough in both counties.

In the year just closed these causes were non-existant, and therefore the enrolment and attendance show satisfactory increase over preceding year.

The following details as to the teaching staff, attendance and enrolment, may be of interest:—

TEACHERS.						NORMAL SCHOOL.		
Year.	A.	B.	C.	D.	Total.	Trained.	Enrolment.	Attendance.
1902	4	16	58	118	196	67	7174	701805
1901	3	17	49	121	190	59	6844	609115
Increase	1	..	9	...	6	8	330	92690
Decrease	..	1	..	3	.....	.....	.....	.....

The school boards at Port Hood and Baddeck have each, during the last year added a fifth department, greatly to the advantage of the respective schools. A new Academy building is urgently needed at Baddeck, and it is hoped that the public spirit of that town will stimulate the trustees to undertake construction at an early date.

The High Schools in operation at Port Hawkesbury and Mabou are maintained with efficiency, though the attendance of pupils is not materially increasing.

The graded school at Whycocomagh was during the year reduced to a miscellaneous school of one department. The experiment was not satisfactory, and the second department will be restored in the ensuing year. There are besides, some four or five sections that should be graded into schools with two departments.

In view of the fact that 118 Class D teachers were employed in the Division, 38 of whom taught for the first time, it cannot be a matter of surprise that much inferior work is being done in many schools.

The equipment in many cases is deficient, and in some, almost entirely wanting; and where no active sympathy with the cause of education exists, it is next to impossible to get trustees to provide the needed appliances for the use of the school.

The desire to engage those teachers who are willing to accept very low salaries, is so general that those holding D Provisional Licenses were all employed during the past year, and were this class of license abolished at present, the list of closed school houses would be seriously enlarged.

The rooted antipathy of ratepayers in many sections to voting adequate sums for the support of schools is hard to overcome.

During the greater part of the last two decades, the scarcity of employment for young men and women at home induced a large number to take up teaching as temporary work until something better offered. The consequence was that third class teachers became abundant, and could be engaged by parsimonious trustees at a very low rate, many of them at sums practically equal to what the public grants for the respective sections would amount to. In this way many schools were kept open with little or no expense to the section.

The great industrial activity which has in recent years set in, has changed all this, and has created new conditions. Many doors of remunerative employment are now open to teachers, and they, as is right and proper, are insisting on being paid higher salaries if they continue in the profession, while the ratepayers are determined not to materially increase their taxation.

In this way teachers and ratepayers are wide apart in their views, and consequently many schools are closed.

To await the needed improvement in this regard until the average ratepayer will see it to be his duty, and no less his interest, to tax himself sufficiently heavy to maintain a good school, will take too long a time, and inflict too serious an injury upon the present generation of school children. Therefore, as public education is a matter for the state to provide for, the most feasible method for compelling municipalities to do their share, would be to materially increase the Municipal School Fund and abolish "section" assessment for the ordinary expenses of schools.

The great and pressing questions for immediate solution in this Division are the weeding out of small weak sections, and the providing of adequate salaries for teachers—and with good salaries and proper school equipment the good teacher will forthwith appear.

The number of children of school age in the new mining districts, "Broad Cove," "Mabou," and "Port Hood," have largely outgrown the school accommodation at these places, especially at the two former. During the year now current I trust that adequate accommodation will be provided for all the children in these fast growing centres of mining industry.

"Empire Day" and "Arbor Day" have been observed in several sections in a praiseworthy manner. In too many sections both days were wasted, so to speak, the duties being performed in a very perfunctory style, or not at all.

Further detailed information has been given in the "Abstracts" and "Tables" already forwarded.

Your obedient servant,

J. McKINNON.

To A. H. MacKay, Esq., Ll. D.,

Superintendent of Education

DIVISION No. 9.—PICTOU AND SOUTH COLCHESTER.

E. L. ARMSTRONG, *Inspector.*

SIR,—I have the honour to submit this, my third annual report on the work of the past year in the Inspectorial Division of Pictou and South Colchester.

The total number of schools and departments in session during any part of the year was 267, an increase of 7 over last year's report. The number of teachers employed was 287, classified as follows:

Grade A, male	15	Female	4
B, "	8	"	40
C, "	16	"	113
D, "	11	"	80
Total, male	50	Female	237

being a decrease of 12 in male teachers and an increase of 19 in females, compared with last year. Of this number, 51 had never taught before. There has been a marked decline in the number of male teachers during the past three years. With the exception of town schools, it is seldom that a male teacher continues in the work for a second year.

It is a satisfaction to note the increase in the number of teachers in this division holding Normal School diplomas, and I am glad to observe that the excellent character of the work generally done by this class of teachers, both in towns and rural districts, is exerting a strong and healthy influence which must bear good fruit at no distant date.

There is also a gain in the attendance of pupils in school over last year, although a slight decrease in the enrolment of the year is indicated, as the following table will show:

	No. of Schools.	Pupils.	Attendance.
North Pictou	73	2342	263045
South Pictou	106	4235	515135
South Colchester	87	3366	406289
Totals, 1902	266	9943	1184469
" 1901	260	10093	1153170
Increase	6	....	31299
Decrease	..	150	.....

During the year Fraser's Mountain Section, No. 36, District of South Pictou, was re-organized after a lapse of eleven years. The

school house which had been utterly neglected during those years, was repaired, and school was held during the last quarter of the term. Riverton Section, No. 9, in the same district also made an attempt at re-organization, but without success at this date.

During the summer vacation the school house at Camden, South Colchester, was destroyed by fire, supposed to have been caused by lightning. With commendable activity the inhabitants of that section voted money for re-building on a new site, and work has already begun with the prospect of opening school before winter.

It affords me much pleasure to testify to the rapid advances being made in the Westville schools. Since the completion of the new Victoria school building and the installation of M. W. P. Fraser as principal, educational improvement has been rapid and gratifying. The work of the principal is now given exclusively to the High school grades, while the Common school departments are under the care of a staff of good and efficient teachers.

There has been a further decline, though small, in the average of salaries paid to teachers in this division. Of itself this fact might not be regarded as serious; nevertheless when taken in connection with the declension noted from year to year and the increasing scarcity of male teachers already mentioned, it becomes a much more important matter in view of our future, from an educational standpoint. Surely the time has come when our legislators should carefully weigh the causes which have brought about this condition, and endeavour to apply some remedy to arrest the progress in this direction.

The High school work of grade IX was attempted in 60 per cent. of the miscellaneous schools in Pictou county, and in 57 per cent. of those of South Colchester; while the work of grade X was attempted in 25 per cent. of miscellaneous schools schools in Pictou county, and 21 per cent. of those of South Colchester. Four miscellaneous schools in Pictou county and one in South Colchester reported doing the work of grade XI—an exploit at the expense of the pupils of the common school grades. In one section in South Colchester the trustees asserted their determination to dismiss their teacher because she refused to undertake the work of the ten grades in a rural school. These considerations call loudly for some definite regulation on this matter.

Nature study is yet too much neglected in our common schools. Most of the teachers in these sections give some attention to the study of *plants* at certain times in the year; but beyond this, little is attempted. I am glad to report some exceptions to this general condition, particularly in the case of those teachers who have been in attendance at the Normal School. Such teachers take a much wider range; and children are led to observe and carry on their in-

vestigations with the help of the teacher in several departments of nature study. A few judicious hints on the part of the teacher may often open to the countless manifestations of nature eyes and ears now closed to these things. Such books as the Introductory Science Primer will afford any teacher much useful material for a series of oral nature lessons.

The school garden is beginning to make its appearance in connection with nature study in our schools. In North Pictou these useful auxiliaries are reported in Marshville, Millsville, Rogers' Hill Centre and Cross Roads; in South Pictou at McLellan's Mountain (South); and in South Colchester at Harmony, Clifton and Upper North River. Too often the teachers and pupils are left to work out this problem for themselves, but in one case, at least, the trustees fenced and improved the plot of ground and in other ways lent their assistance.

From a large number of letters received from teachers in my division, I am convinced that Arbor and Empire days were very generally observed.

The first Teachers' Institute for this inspectorial division was held in Pictou Academy from the 25th to the 27th of March, last. Notwithstanding the unfavorable weather and the bad condition of the roads, there were present 170 teachers from all parts of the division. Practical and illustrated lessons were given and papers were read on important subjects. The meetings were attended, and the interest quickened by the presence and participation in the discusssions, of Dr. A. H. MacKay, Superintendent of Education, Supervisor McKay, Principal Soloan, T. B. Kidner and others.

I have, by letter to all boards of trustees, directed attention to the important subject of Consolidation of Sections, and the recent changes in the law looking to the carrying out of this scheme of union. Already considerable interest has been manifested in the subject; but owing to doubts on the part of ratepayers, as to the working of the plan, progress must be necessarily slow for a time at least. When the people become convinced as to its feasibility, there is no reason to doubt that rapid progress will be made.

I have the honor to be

Your obedient servant,

E. L. ARMSTRONG.

To A. H. MacKay, Esq., Ll. D.,

Superintendent of Education.

DIVISION No. 10.—CUMBERLAND AND COLCHESTER.

INGLIS C. CRAIG, M. A., *Inspector.*

SIR,—I have much pleasure in submitting for your information the following Report of the Schools of this Division, and the Statistical Tables compiled from Trustees' Returns.

At the beginning, I may say, the work generally has been progressive and satisfactory.

In Cumberland, you will note, only four sections have been without schools; in North and West Colchester, three.

Discord in Chapman Settlement, No. 56, Cumberland, prevented a school in this section. This is the only case in this wide district where a school was needed that no effort was put forth to maintain it. Recently the old school house which had been condemned by district commissioners two years ago was burned by some disaffected person. A majority of trustees had selected a site agreeable to me for a new school house, and had begun to erect one thereon, when on account of some irregularity in contract, proceedings were stayed.

Another house in Brookdale, No. 70, Cumberland, was burned in May. Although condemned for use after current school year, the way of its riddance was not above suspicion. For this reason the school was closed for three months. However, a superior structure has taken its place. Plans and specifications as given in Manual of School Law for rural school houses, No. 1, were followed. There is a basement beneath which affords the very best way for heating and ventilation.

At Mapleton, 63, a very commodious school house was erected recently, and placed on a beautiful plot of ground containing half an acre. It is now the settled policy of the different district boards in the division to require liberal areas for school grounds. These stand in striking contrast to those chosen twenty-five years ago for such purposes. A piece of ground unfit for tillage was then generally selected.

Where grounds do not meet the recommendations of the School Law, sections are asked to enlarge areas wherever it is possible. This has been done in many instances.

CONSOLIDATION OF SCHOOL SECTIONS.

At the next annual meetings of the district boards of commissioners, Birch Ridge Section, No. 105, Cumberland, will be partitioned between West Hansford, East Hansford, and South Victoria. East Mines, No. 24, West Colchester, between East and West Folly Mt., Sections.

Wallace Bay, No. 10, and South Wallace Bay, No. 21, are seeking some solution for their differences.

Cape D'Or and Advocate Sections in the village of Advocate, have held meetings for this purpose. In Advocate proper, the wealthier and more populous section, union was the unanimous wish of the ratepayers; in Cape D'Or the motion for union was lost. However, another meeting will be held in the latter section during the month of January next, when a strong effort will be made for consolidation. Both sections have two departments each, but none of these four rooms accommodate the attendance. The suggestion is to convert these old buildings into primary departments, and erect a new house in the centre of the community to receive the higher grades of the common school and the high school classes.

Over Crowding.

The towns of Springhill and Joggins Mines are not ready to observe an important Regulation of the Council which calls for a department for every fifty children enrolled. This year in Springhill there were 354 pupils in three departments, and over an average of 60 in thirteen others The old building—the one used as a school house since the founding of the town—should not be recognized by the district commissioners as a fit place on which to spend public money. Were the ratepayers concerned aware of the unsanitary and overcrowded condition they would demand a better building. It has been tolerated thus far by reason of the superior accommodation the Main and Herritt Road schools afford, and the very creditable way in which this town has in the past supported its schools.

At the Joggins Mines 234 pupils were registered in two rooms. Here the trustees have been very slow to avail themselves of an extra department at their command. When pressed to the point their submission was too reluctant. I wish I could report, as in Springhill, that there was a laudable effort made to provide for and patronize the public schools. There is a shocking indifference about attendance, and I fear that there are in this community too many young men and women with only the rudiments of an education, if they even possess these.

Attendance.

The total registration was 11,387, and the grand total days' attendance 1,295,347, the greatest yet in the history of these counties. Cumberland's increase was marked. Colchester showed some diminution owing to the entire suspension of the iron industry in Acadia Mines. The schools there shrank to three departments. Happily this condition of affairs has changed. The mines have reopened and already the trustees have found it necessary to open

another department. This is about as far as they can go without building a new house. Formerly there were six departments in this town, but two rooms where school was kept have completely fallen into disuse.

TEACHERS.

There were 283 schools in session, in which 300 teachers were engaged. Only 35 of these were male. I regret it too. The influence of a good male teacher in the higher grades is salutary. The more effective administration of school affairs, respect for authority, obedience and courtesy, I note, are among some of the gains made by a section employing competent male principals.

In Cumberland fifty-six per cent. of the teachers were graduates of the Normal School. Probably this percentage is greater here than in any other part of the province.

SALARIES.

With all the industrial activity in evidence on every hand, and the increase of income to farmers, miners and mechanics, the salaries of teachers show no improvement. That of the D teachers of both sexes is much less than last year. This is true also of the C female teachers; the few male teachers of this grade received a slightly better salary than last year. Taking the entire division the wages of the B female teacher show no increase; this applies also to the male teachers of this class. The academic teachers, of whom there are seven in the division, have gained some advantage.

I regret that I cannot report a general improvement. The low wage is operating against the cause of education and lowering the standard previously attained. Experienced competent teachers of good professional standing will soon be rare.

I believe this tendency downward in the scale of wages can be arrested if not corrected by a classification of schools on a three-fold basis "good," "fair," and "poor" rank, and the apportionment of the county grant according to the place of merit assigned. Sections which maintain neat school rooms, well-ordered grounds and out-buildings, and employ with some discrimination competent teachers, should be encouraged to go on with the good work. Sections which make no effort to improve should be punished. Instances have come under my observation this year where the position of teacher was put up to auction and knocked down to the lowest bidder. In one of these sections a trustee was appointed on account of his niggardly reputation and his supposed ability to withstand the importunings of District Commissioners and Inspector for reforms. A third-class rating of a section which practices such questionable frugality would give a most salutary result.

To be effective a merit system must be supported by fearless supervising officers.

Children Who Did Not Attend School.

You will observe that the number of pupils between 5 and 15 years who did not attend school last year was less than formerly. This augurs well. Of course there are always numbers of pupils in every county who on account of delicate health and tender years cannot walk long distances. There is however, an element in these 650 pupils, that needs special handling. The Compulsory Attendance Act was adopted by the great majority of the sections in the division, but in no one instance has it ever been put into force in a rural section. It is a dead letter.

Amherst, Springhill and Parrsboro have enforced the Act, the first named town with much success. But there is not to be found in every section a man so indefatigable in carrying out the Act's designs as Principal Lay. By a census taken by himself yearly, he knows every home and every child, and when the latter is not at school a truant officer is soon on his track. There are, however, some boys in every town and county who need more than the guardianship of a truant officer; they need a home. Many parents are ignorant and indifferent, and in some cases, criminal; and for this reason their children should be the objects of the province's greatest care. Could a home and school be maintained conjointly by the municipalities of Cumberland, Colchester and Pictou, it would be a good investment mentally, morally and at last financially. There is a sufficient number of this class in the three counties to warrant the founding of such an institution.

School Gardens.

Four teachers of this division participated in the Agricultural Grant. In Masstown and Bass River where two of these teachers were engaged small areas in connection with school grounds were set apart for floriculture. At the Joggins Mines where a grant is given the school grounds are not enclosed. At Great Village the school yard was in the same state.

The bestowal of this grant it appears to me should be as much hedged about as the High School grant is to those sections employing teachers of Academic rank. Its payment at least should depend on the condition in which school premises are kept and the area—at least ten square rods—devoted to horticulture. If boards of trustees cannot fulfil these conditions they should not at the public expense enjoy the services of this class of teachers.

While touching this subject, I may name two teachers who pre-

eminently were entitled on account of their good works to the superior grant, did their standing admit it.

Principal Lay has made the grounds of Amherst Academy a beauty spot by trees, shrubbery and flowers. Principal Magee of the Parrsboro High School, has by a series of lectures on horticulture, poultry and kindred subjects, placed the farmers in the southern part of Cumberland under obligations to him. They have moreover in their private gardens demonstrated to their pupils that they practice what they preach.

LIBRARIES.

Eleven sections reported libraries containing 951 volumes valued at $776. The greater number of these volumes is to be found in Amherst and Parrsboro, where it has become a custom to add a few books every year.

One of the objects of the school house should be to furnish a library. So far, no section in this division has yet made an appropriation for this purpose.

At the next meeting of the Teachers' Institute which is to be held soon, the subject will be much canvassed by the leading teachers of the division. A strong effort will be made to co-ordinate the work of the library with the school. Before the annual meeting of the taxpayers in June next, I shall address a circular to every board of trustees asking their co-operation.

I have the honor to be, sir,

Your obedient servant,

INGLIS C. CRAIG.

TO A. H. MACKAY, ESQ., LL. D.,

Superintendent of Education.

SPECIAL REPORTS.

Statistics of Sections without School during the School Year ended July, 1902.

G. CREIGHTON, INSPECTOR.

DISTRICT—WEST HALIFAX.

No. 9, Peggy's Cove, coast rugged. 21 families and 20 children. School house fair. Without school 1 year. Cause—Section weak. School open in alternate years.

No. 22, Terrence Bay, coast rugged, 56 families and 72 children. School house poor. Without school 1 year. Cause—Lack of interest, due partly to illiteracy.

No. 25, Harrietsfield, 6 x 2 miles, rugged, valuation $7,000. 15 families and 13 children. School house fair. Without school 4 years. Cause—Indifference. School will be conducted during 1902-3.

No. —, Marroon Hill, 1 x ½ mile, moderately fertile, valuation $2,250. 6 families and 7 children. Cause—Inability to secure a teacher.

No. 51, Lake Loon, 1 x 1 mile, soil poor, valuation $1,000. 14 families and 23 children. School house poor. Without school 5 years. Cause—Impossible to secure teacher. Colored population.

No. 52½, New Road, 2 x 1 miles, soil poor, valuation $2,000. 30 families and 50 children. School house good. Without school 2 years. Cause—Difficult to obtain teacher.

EAST HALIFAX.

No. 8, Upper Lakeville, 2 x 1 miles, soil fair, valuation $2,500. 9 families and 3 children. School house fair. Cause—Small number of children.

No. 21, Mushaboon, fishing district, valuation $2,500. 22 families and 42 children. School house, none.

No. 22, Sheet Harbor Road, soil fair, valuation $1,900. 9 families and 14 children. Cause—Difficulty in supporting school on account of small resources of section.

No. 26, Sober Island, coast rocky, valuation $5,460, 34 families and 40 children. School house fair. Cause—In consequence of the division of section, building was removed to more central site. School will be open during next school year.

H. H. MacINTOSH, Inspector.

LUNENBURG.

No. 63, Cross Island, rugged and rocky, valuation $2,495. 5 families. School house fair. Without school 1 year. Cause—small number of children. Has maintained school regularly in the past.

CHESTER.

No. 9, Germantown, 5 x 1 miles, barren and rocky, valuation $2,925. 7 families and 10 children. School house poor. Without school 1 year. Cause—Unable to secure teacher.

No. 5, Windsor Road. School house burned (on day of opening, I think). No statistics from this section.

NORTH QUEENS.

No. 8, Devonshire, 4 x 2 miles, soil fair, valuation $8,520. 10 families and 15 children. School house poor. Without school 1 year. Cause—Carelessness in securing a teacher.

JAMES H. MUNRO, Inspector.

YARMOUTH.

No. 34, Greenville, 1½ x ½ miles, rough, but cultivated to some extent, valuation $4,800. 22 families and 40 children. School house good. Without school 1 year. Cause—Indifference and contentions among the ratepayers. Will have a school next year.

ARGYLE.

No. 10, North Belleville, 1½ x ½ miles, soil good, but rocky, valuation $7,825. 20 families and 40 children. School house superior. Without school 3 years Cause—In March, 1899, the School Commissioners cut a slice off the southern end of the section for the purpose of creating a new section—Middle Belleville; since then the ratepayers have refused to run a school, alleging that they have been so weakened financially that they cannot support a school. The people are French, occupations fishermen, mechanics and traders.

No. 10½, South Belleville, 2 x ½ miles, rocky, some small fields well cultivated, valuation $6,470. 25 families and 50 children. School house superior. Without school 3 years. At the date given above, the Commissioners cut a piece off the north end of the section which with the slice from N. Belleville, makes the entire section now known as Middle Belleville. Ever since, the people have refused to provide a school.

No. 34, Morris Island, 4 x 1 miles, rocky, and much swamp, patches cultivated, valuation $5,000. 40 families and 60 children. School house none. Without school. Never had one. Cause—Island without roads, and the houses far apart. The ratepayers are now building a school house.

SHELBURNE.

No. 23, McNutt's Island, 3 x 1½ miles, rocky and boggy, fishing the main industry, valuation $2,864. 8 families and 12 children. School house, none. Without school. Never had one. Houses far apart, roads bad, means limited. A school house will soon be built.

L. S. MORSE, M. A., INSPECTOR.

ANNAPOLIS EAST.

No. 33, Torbrook East, 1½ x 1 miles, mountain settlement, valuation $1,100. 13 families and 3 children. School house fair condition. Without school 4 years. Cause—Small number of pupils who attend school in adjoining sections.

No. 46, Roxbury, 1 x 1 mile, mountain settlement, valuation $4,000. 4 families and 1 child. School house good. Without school 5 years. Cause—Small number of pupils.

No. 57, Stoddart, 4 x 2 miles, chiefly wilderness, valuation $4,000. 5 families and 6 children. School house fair. Without school 10 years. Cause—Small number of pupils. Intend to establish school next year.

ANNAPOLIS, WEST.

No. 6, Fundy, 5 x 2 miles, soil very poor, valuation $1,200. 9 families and 12 children. School house being built. Without school 11 years. Cause—Poverty and indifference. Negro settlement. Hope to open school next year.

No. 31, Birchtown, 3 x 2 miles, soil very poor, valuation $1,200. 5 families and 3 children. No school house. Without school 15 years. Cause—Poverty and small number of children.

No. 41, Spring Hill, 5 x 3 miles, chiefly wilderness, valuation $1,900. 6 families and 5 children. School house fairly good. Without school 1 year. Cause—Poverty and small number of children.

No. 45, Beaconsfield, 3 x 2 miles. soil fairly good, valuation $14,000. 11 families and 15 children. No school house. Never had school. Cause—Pupils attend school in adjoining section.

No. 47, Lake Munro, 4 x 4 miles, wilderness, valuation $2,100. 7 families and 5 children. School house fair. Without school 1 year. Cause—Poverty and small number of children.

DIGBY.

No. 22, Sissiboo Falls, 4 x 2 miles, chiefly wilderness, valuation $4,000. 10 families and 12 children. No school house. Without school 23 years. Cause—Indifference. Money has been voted for school house.

COLIN W. ROSCOE, M. A., INSPECTOR.

EAST HANTS.

No. 53, Glencoe, 2½ x 2½ miles, soil poor, timber land, valuation $2,500. 2 families and 8 children. School house, none. Without school 9 years. Cause—Small number of children. No immediate remedy can be applied.

No. 56, Manganese Mines, 1 x 1 mile, mineral land, valuation $2,000. 1 family and 1 child. School house fair. Without school 5 years. Cause—School not needed. Can, and probably will be attached to adjoining section.

No. 57, Rawdon Gold Mines, 1 x 1 mile, mineral land, valuation $2,000. 3 families and 3 children. School house fair. Without school 9 years. Cause—School not needed. Will probably be attached to Pleasant Valley section.

WEST HANTS.

No. 34, Stillwater, 2 x 1 miles, timber land, valuation $1,000. 3 families and 1 child. School house, none. Without school 7 years. Cause—School not possible. No remedy possible.

No. 40, Lakelands, 3½ x 3 miles, poor land, valuation $3,000. 9 families and 10 children. School house poor. Without school 8 years. Cause—Small number of children. Section can be attached for a time to Ardoise and Hillsdale sections.

No. 43, Crystal Wave, 3 x 2½ miles, fair land, valuation $3,000. 5 families and 5 children. School house, none. Without school 14 years. Cause—Not able to build or sustain a school. By providing a means of transport the children can be sent to other schools.

KINGS.

No. 27, Black Rock Mountain, 2 x 1 miles, poor land, valuation $2,000. 5 families and 5 children. School house poor. Without school 9 years. Cause—Small number of children. Can send to other schools and may be attached.

No. 94, Mountain Home, 3 x 3 miles, mountain land, valuation $2,000. 5 families and 3 children. School house very poor. Without school 6 years. Cause—Too few children. Nothing can be done now.

No. 97, Long Beach, 1 x 1 mile, mountain land, valuation $500. 3 families and 2 children. School house none. Without school 14 years. Cause—Too few children. Will probably be attached to Baxter's Harbor Mt. section.

No. 105, E. Pereau Mt., 3½ x 1 miles, mountain land, valuation $1,000. 12 families and 15 children. School house poor. Without school 14 years. Cause—Not interested. Some send to other schools. Will try to break up section when the Board of Commissioners meets.

No. 107, Dalhousie Road, 3 x 3 miles, woodland, valuation $1,000. 3 families and 4 children. School house poor. Without school 2 years. Cause—Small number of children. Nothing can be done to remedy matters here.

No. 47, Baxter's Harbor, 3 x 3 miles, mountain land, valuation $2,000. 15 families and 20 children. School house fair Without school 1 year. Cause—Carelessness. School open for 1902–3.

No. 87, North River, 4 x 2 miles, fair land, valuation $5 000. 10 families and 16 children. School house poor. Without school 1 year. Cause—Carelessness School open for 1902–3.

The most of these are disorganized sections and the Boards are inclining to the plan of attaching them to other sections. In most of them there is no prospect of a better condition of things except through the amalgamation plan.

A. G. MACDONALD, M. A., INSPECTOR.

ANTIGONISH.

No. 14, Dunmaglass, 3 x 2 miles, soil good, valuation $4,000. 15 families and eight children. School house fair. Without school 2 years. Cause—Salary offered too small. Consolidation with neighboring school desirable.

No. 15, Brown's Mountain, 3 x 2 miles, very elevated, valuation $3,000. 10 families and 8 children. School house fair. Without school 1 year. Cause—Could not get teacher for salary offered. Isolated and remote from other schools.

No. 16, Maple Ridge, 4 x 2 miles, very elevated, valuation $5,000. 18 families and 10 children. School house poor. Without school 2 years. Cause—Could not get teacher for salary offered. Provisional D teacher might accept salary offered.

No. 19, William's Point, 2 x 2 miles, good land, valuation $9,500. 16 families and 4 children. School house fairly good Without school 3 years. Cause—Pupils attending town schools. Consolidation with town schools desirable.

No. 49, Lower West River, 3 x 2 miles, good land, valuation $9,000. 11 families and 3 children. School house fairly good. Without school 2 years. Cause—Fewness of pupils. Consolidation with town schools desirable.

No. 53, Stewart's Mills, 4 x 1½ miles, hilly, but land fairly good, valuation $5,800. 10 families and 7 children. School house poor. Without school 4 years. Cause—Salary offered too small. Might be attached to Cross Roads, Ohio, school.

No. 56, Upper Brierly Brook, 3 x 2 miles, soil good, valuation $10,000. 15 families and 5 children. School house fair. Without school 1 year. Cause—Fewness of pupils. Other schools available to children.

No. 59, Pinedale, 3 x 2 miles, soil fairly good, valuation $5,000. 12 families and two children. School house fair. Without school 1 year. Cause—Fewness of pupils. Remote from other schools.

No. 62, Upper N. Grant, 2½ x 2 miles, soil good, valuation $7,500. 9 families and 4 children. School house fair. Without school 7 years. Cause—Fewness of pupils and indifference. Consolidation, or included in neighboring section, suggested.

No. 64, Big Marsh, 3 x 2 miles, soil good, valuation $14,000, 20 families and 11 children. School house fair. Without school 3 years. Cause—Salary offered too small. Some new legislation required.

No. 72, Copperlake, a new section formed last year. A new school house in the course of erection. Prepared to operate school next year.

No. 82, College Grant, 3 x 1½ miles, soil fairly good, valuation $5,000. 16 families and 7 children. School house fair. Without school 3 years. Cause—Fewness of pupils, and smallness of salary. Possible absorption by neighboring section.

No. 83, Greendale, 4 x 3 miles, rocky and sparsely settled, valuation $5,000. 16 families and 4 children. School house fair. Without school 3 years. Cause—Fewness of pupils. To be supplied from Prov. D class.

GUYSBORO.

No. 2, Riverside, 3 x 1½ miles, soil fairly good. Failed in getting a teacher for salary offered.

No. 5, W. Roman Valley, 4 x 1 miles, rocky, but good land. Too weak in pupils, only 3 or 4.

No. 6, Glencoe, 4 x 2 miles, quite elevated, good land, valuation $4,000. 12 families and 8 children. School house poor. Without school 1 year. Cause—Could not get a teacher for salary offered.

No. 11, Ogden, 3 x 2 miles, generally good land, Did not apply in time for a teacher. Trustees to blame, always maintained a school till last year.

No. 17, Half Island Cove. School house destroyed by fire towards end of last school year. Engaged in rebuilding.

No. 29, Birchtown, 4 x 1 miles, rocky and poor soil. Very few children. Inhabitants all colored and generally very poor.

No. 32, St. Francis Harbor. Failed in getting a teacher for salary offered. A fairly strong section, which, but for disappointment, would have a school.

No. 33, S. Merland, 4 x 1 miles, elevated, soil rocky, valuation $3,446. 13 families and 6 children. School house fair. Without school 8 years. Cause—Fewness of pupils and poverty. Isolated position.

No. 47, Seal Harbor. School closed for one year only. Cause—Could not get a teacher for salary offered.

No. 62, Larry's River, W. Closed because they would not employ teachers till after the berrying season, and could not get one then.

No. 63, Larry's River, E. Closed because they would not employ teachers till after the berrying season, and could not get one then.

No. 65, Fisherman's Harbor, 1½ x 1 miles, poor and barren soil, valuation $2,386. 17 families and 18 children. School house fair. Without school 4 years. Cause—Poverty and Indifference. Succeeded in getting school started for next year.

ST. MARY.

No. 12, Greenfield, 2½ x 1½ miles, generally poor and hard land. Only three or four children in section, who make use of neighboring schools.

No. 26, Goshen. Engaged in building a fine new school house and prepared to operate school next year.

No. 30, Spanish Ship Bay. A new section formed last year. Building a school house which will be used next year.

JOHN McKINNON, INSPECTOR.

SOUTH INVERNESS.

No. 57, Valley Mills, 3 x 1 miles, soil good, valuation $7,200. 14 families and 18 children. School house fair. Without school 2 years. Cause—Failed to assess a sufficient sum to pay teacher.

No. 52½, McPherson's Brook, 3 x 1½ miles, soil good, valuation $6,300. 10 families and 6 children. School house fair. Without school 2 years. Cause—Failed to assess a sufficient sum to pay teacher.

No. 11, Little Mabou, 3 x 1½ miles, soil good, valuation $6,300. 15 families and 20 children. School house fair. Without school 2 years. Cause—Failed to assess a sufficient sum to pay teacher.

No. 29, Mull River, 3½ x 2 miles, soil good, valuation $10,000. 14 families and 10 children. School house fair. Without school 2 years. Cause—Failed to vote a sufficient sum to support a school.

No. 66, Big Harbor Island, 2 x 1 miles, soil good, valuation $4,210. 5 families and 8 children. School house poor. Without school 3 years. Cause—Failed to vote a sufficient sum to support a school. This section being an island cannot be enlarged.

No. 28, Little Narrows, 3 x 1 miles, soil good, valuation $4,200. 8 families and 8 children. School house poor. Without school 3 years. Cause—Failed to vote a sufficient sum to support a school. Half the pupils attend other schools

No. 25½, Church, 2½ x 2 miles, soil good, valuation $4,600. 10 families and 10 children. School house poor. Without school 2 years. Cause—Failed to vote a sufficient sum to support a school.

No. 65, Sky Mount, 3 x 2 miles, soil fair, valuation $3,100. 13 families and 15 children. School house poor. Without school 1 year. Cause—Failed to secure teacher owing to small salary offered.

No. 68, Seal Cove, 3 x 2 miles, soil good, valuation $6,200. 15 families and 22 children. School house fair. Without school 1 year. Cause—Failed to secure teacher owing to small salary offered.

No. 41, Ross Mills, 3 x 2 miles, soil good, valuation $7,500. 16 families and 20 children. School house fair. Without school 1 year. Cause—Failed to secure teacher owing to small salary offered.

No. 36, Stewartdale, 3 x 2 miles, soil good, valuation $5,800. 14 families and 12 children. School house fair. Without school 1 year. Cause—Failed to secure teacher owing to small salary offered.

No. 48 Big Brook, 3 x 2 miles, soil good, valuation $4,700. 12 families and 12 children. School house poor. Without school 1 year. Cause—Failed to secure teacher owing to small salary offered.

No. 60, River Denny Road, 3 x 2 miles, soil poor, valuation $3,000. 13 families and 14 children. School house poor. Without schoo 1 year. Cause—Failed to secure teacher owing to small salary offered.

NORTH INVERNESS.

No. 26, Upper L. Ainslie, 2½ x 1 miles, soil fair, valuation $2,800. 11 families and 12 children. School house poor. Without school 2 years. Cause—Failed to secure teacher owing to small salary offered.

SOUTH INVERNESS.

No. 50, Gillis, 2 x 1 miles, soil good, valuation $5,200. 12 families and 6 children. School house fair. Without school 1 year. Cause—Failed to secure teacher owing to small salary offered.

No. 54, Alba, 3 x 1½ miles, soil good, valuation $4,800. 10 families and 14 children. School house fair. Without school 1 year. Cause —Failed to secure teacher owing to small salary offered.

No. 31½, Judson, 3 x 2 miles, soil good, valuation $5,000. 12 families and 13 children. School house poor. Without school 1 year. Cause—Failed to secure teacher owing to small salary offered.

VICTORIA.

No. 81, Black Rock, 2½ x 1 miles, soil good, valuation $5,200. 15 families and 17 children. School house fair. Without school 1 year. Cause—Failed to secure teacher for salary offered.

No. 78, Kempt Head, 2½ x 1 miles, soil good, valuation $6,400. 12 families and 11 children. School house fair. Without school 2 years. Cause—Failed to secure teacher for salary offered. Should be joined to Upper Kempt Head.

No. 45, Island Point, 3 x 2 miles, soil good, valuation $7,200. 16 families and 18 children. School house fair. Without school 1 year. Cause—Failed to secure teacher for salary offered.

No. 24, Bucklaw, 3 x 1 miles, soil fair, valuation $4,200. 15 families and 17 children. School house poor. Without school 1 year. Cause—Failed to secure teacher for salary offered.

No. 88, Dingwall, 3 x 2 miles, soil poor, valuation $6,800. 18 families and 20 children. Without school 3 years. Cause—Building a new school house.

No. 32, McKinnon's Harbor, 6 x 2 miles, soil very good, valuation $8,200. 30 families and 60 children. School house poor. Without school 1 year. Cause—Disagreement by trustees and ratepayers on subject of dividing section.

No. 62, Wreck Cove, 3 x 1 miles, soil poor, valuation $3,100. 12 families and 15 children. School house poor. Without school 1 year. Cause—Failed to vote sufficient fnnds

No. 88, Garry, 2 x 1 miles soil poor, valuation $2,800. 8 families and 10 children. School house fair. Without school 1 year. Cause—Failed to vote sufficient funds.

No. 30, Cain's Mountain, 2½ x 2 miles, soil poor, valuation $3,100. 12 families and 7 children. School house fair. Without school 1 year. Cause—Failed to vote sufficient funds.

No. 47, Big Hill, 3 x 2 miles, soil poor, valuation $4,600. 18 familiesand 20 children. School house fair. Without school 1 year. Cause—Failed to vote sufficient funds.

No. 52½, South Gut. 2½ x 1 miles, soil good, valuation $3,200. 11 families and 10 children. School house poor. Without school 2 years. Cause—Small weak section.

No. 9, Big Glen, 2½ x 1½ miles, soil good, valuation $4,400. 13 families and 12 children. School house poor. Without school 2 years. Cause—Refused to vote sufficient funds.

No. 76, Bay Road Valley, 2½ x 1 miles, soil poor, valuation $3,800. 12 families and 12 children. School house poor. Without school 2 years. Cause—Weak section. Should be divided and attached to adjoining sections.

E. L. ARMSTRONG, Inspector.

NORTH PICTOU.

No. 7, Poplar Hill, 4 x 1 miles, soil fair to good, valuation $8,000. 18 families and 15 children. School house new. Without school 2 years. Cause—Could not afford to furnish school house. School house has been furnished and teacher engaged for 1902-3.

SOUTH PICTOU.

No. 23, Rocky Mountain, 4½ x 2 miles, soil good, valuation $5,000. 17 families and 30 children. No building, school house condemned last year. Without school 1 year. Cause—Disagreement of long standing. If the people would come to some agreement about a site for a school house, work would be resumed at once.

No. 31, Brookville, 3½ x 1 miles, soil good, valuation $9,000. 10 families and 6 children. School house fair. Without school 1 year. Cause—Not enough children. Section should be annexed to adjoining ones.

No. 72, Mount Adam, 3 x 2 miles, soil poor. 10 families and 3 children. No school house. Without school several years. Cause —All interest in school lost. There is no apparent prospect of a school in this section, as the place is becoming depopulated.

No. 73, Green's Brook, 3 miles, soil poor. 2 children. School house fair. Without school 6 years. Cause—No pupils. Pupils attend other sections.

SOUTH COLCHESTER.

No. 19, Upper Kemptown, soil poor, valuation $2,800. 5 children. School house fair. Without school 2 years. Cause—People too poor to support school.

INGLIS C. CRAIG, M. A, INSPECTOR.

CUMBERLAND.

No. 25, Wallace Bridge, 2 x ½ miles, soil good, valuation $16,000. 35 families and 40 children. School house condemned. Without school 1 year. Cause—Preponderating influence of those families having no children to send to school. Should consolidate with contiguous section.

No. 47, Lower River Hebert, 3 x 2½ miles, dyke and woodland, valuation $18,000. 15 families and 30 children. School house poor. Without school 6 years. Cause—Sparsely populated until recently. Opening of coal mines in this section has brought a number of families into it, so there will be school next year.

No. 113, Greenville Station, 2 x 2 miles, intervale and barren, valuation $5,500. 10 families and 12 children. No school house. Without school 1 year. Cause—No school room.

PARRSBORO.

No. 22, Eatonville, 2 miles, forest, valuation $13,000. School house no longer fit for use. Without school 7 years. Cause—Operators of lumber mill not residents of place.

STIRLING.

No. 15, Moore's Mills, 2 x 1½ miles, rocky, valuation $6,300. 14 families and 2 children. School house fair. Without school 7 years. Cause—Not enough children to warrant an expenditure.

WEST COLCHESTER.

No. 24, East Mines, 1½ x 1¼ miles, rough and rocky, valuation $5,000. 7 families and 3 children. School house no longer fit for use. Without school 2 years. Cause—Population being miners left when work ceased at Acadia Mines. Section should be divided and consolidated with East and West Folly Mountain schools.

No. 32, Grahamville, 3 x 1¼ miles, mostly woodland, valuation $4,500. 10 families and 12 children. School house new. Without school 1 year. Cause—Indifference.

RICHMOND AND CAPE BRETON.

(Inspector's Reports not received).

APPENDIX E.

REPORT OF THE BOARD OF SCHOOL COMMISSIONERS

OF THE

CITY OF HALIFAX.

YEAR ENDED - - - July 31st, 1902.

(I.)

CHAIRMAN'S REPORT.

HALIFAX, N. S., Oct. 27th, 1902.

TO A. H. MACKAY, ESQ., B.A., B.SC., LL.D., F.R.S.C.

Superintendent of Education, Province of Nova Scotia.

SIR—I have the honor to submit for the information of the Council of Public Instruction, the thirty-seventh annual report of the Board of School Commissioners for the City of Halifax, together with the report of the Supervisor of Schools and the Secretary's financial statement to April 30th, 1902.

EXPENDITURE.

The estimated expenditure for the year was $114,100.00, which included $800.00 set aside for insurance premiums. The actual expenditure for the year amounted to $114,389.72, which does not include the amount for insurance already referred to. The statements herewith submitted will show in detail the expenditure of each service.

The Commissioners have used every effort to keep the expenditure within the appropriation and as low as possible without impairing the efficiency of the services. While the amount expended annually by the Board would seem to the ratepayer a large sum, yet, after careful study of all expenditures, which are most rigidly scrutinized by the Commissioners and the Board's officers, any reduction would seem impossible. The annual increases required by law for teachers must be allowed, and oftentimes these increases go to teachers of no particular merit, which prevents the Board

dealing on a more liberal basis with those teachers whose educational acquirements and success in teaching entitle them to higher salaries than they are now receiving. Unfortunately, as is known, no provision is made for pensions or retiring allowances which would enable teachers to retire. Consequently the Board is not in a position to dispense with the services of those who have been faithful teachers for a long period, but, who have now reached an age to be considered by some as too old to successfully instruct the scholars of the present day. I would strongly recommend to the incoming Board the desirability of considering the possibility of placing themselves in a position to retire teachers whose usefulness is becoming impaired by long service.

College Street School.

The arrangements made with the ladies of the Convent of the Sacred Heart, for the moving and enlarging of Summer Street School were carried out, and the building completed to the entire satisfaction of the Board. The new school house was formally opened in February last, and re-named College Street School.

The enlarged building, in addition to the increased number of airy and well-lighted class rooms, contains a very commodious assembly hall, and is without doubt, one of the best and most comfortable school houses in the city, being up-to-date in every respect particularly as regards the heating and ventilation.

The enlargement of this school was accomplished none too soon as the increase of residents in the south-western portion of the city has already made it necessary to open in this school an additional department.

Manual Training School.

As outlined in the last annual report, the Board had under construction a new building to be devoted to Manual Training and Domestic Science. This building was completed in June last, but occupation was delayed until the opening of the schools in September. The formal opening ceremonies by the Board took place on Oct. 17th.

The building meets with the entire expectations of the Commissioners, and is claimed by educationists from abroad, who have seen it, to be the best in the Dominion devoted exclusively to that science. Since the opening of the new building the interest in the work has been well sustained among the pupils, while outside interest has greatly increased, owing to the growing conviction that our schools have been devoting too much time in the past to mental training on subjects for which the scholars had no aptitude, and without any preparation for technical skill of the manual sciences

which would afford them the means of livelihood in after years and in keeping with the active industrial age which tends so much toward the development of our country.

Beech Street School.

The removal of so many residents from the centre of the city to the western suburbs has caused the over-crowding of some schools in that district, and for some time the Board has been obliged to lease a hall off Windsor street, to take care of the overflow.

The school house on Beech street has been found altogether inadequate, having only three small rooms; besides, the condition of the building has been found unsafe and unhealthy. Consequently, the Board decided on the necessity of immediately erecting a suitable building to take care of the scholars attending Beech Street and Aberdeen hall, and to relieve the overcrowding of LeMarchant and Compton Avenue schools.

A suitable lot has been purchased on Quinpool Road, extending to Pepperell and Oxford streets. Plans have been adopted and a contract awarded, and the work has been commenced The cost of the ground, building and heating, will aggregate about $18,000.00. While this amount is larger than the Board expected to expend, yet, with the present condition of Beech Street school and the overcrowding of the other schools, the Board deemed it to be of sufficient importance to warrant them in proceeding without delay.

The new building will be up-to-date in every particular, and will be known as the Quinpool Road School. On its completion, the lease of Aberdeen Hall will be discontinued and the Beech Street building and lot sold.

With the enlarged College Street school, and the new Quinpool Road school when completed, the requirements of the western portion of the city will be well provided for, for some years to come, and it is the opinion of the Board that it will be possible to reduce in the near future the number of class rooms in the schools in the business section of the city.

Maynard Street School.

The Board decided upon closing the Maynard Street school and drafted the pupils into other schools, thus leaving Africville as the only colored school. The Board were of the opinion that the number of pupils attending Maynard Street did not warrant them in keeping up a separate school.

Smallpox and Vaccination.

During the past winter the attendance was more or less reduced on account of the prevalence of smallpox and compulsory vaccination ordered by the Board of Health, but in no case was it necessary to close any of the schools.

TRUANCY.

The truant officer has been fully employed in watching recreant pupils and his efforts have resulted in largely reducing the number of truants. The number of parents who carelessly keep their children from school is large. During the year the Board had the Minors' Tobacco Act printed and distributed in all shops and places where tobacco and cigarettes were sold, with a view of lessening cigarette smoking by school children. While much has been accomplished in this respect, much yet remains to be done.

EMPIRE DAY.

The celebration of Empire Day (May 23rd), was duly observed in all the schools, on which occasion the commissioners presided. In all the important schools the classes were massed and appropriate addresses made by prominent speakers.

The continued observance of this day is strongly recommended as serving to inspire both teachers and scholars with stronger sentiments of loyalty and love for their King and country.

CORONATION OF HIS MAJESTY KING EDWARD VII.

Arrangements were made by the Board for a fitting gathering of all school children of the city on the afternoon of June 26th, to celebrate the Coronation of his Majesty, King Edward VII and Queen Alexandra, but the unfortunate postponement of the ceremonies rendered it impossible for the Board to carry out their intentions, as the date finally fixed for the event came at a time when the scholars were scattered on account of the schools being closed.

EXAMINATIONS.

The examinations in the several schools have been given much attention by the commissioners. While in some departments there exists room for improvement, yet, on the whole, they can be considered creditable. A greater amount of interest existing between the "home and school" would have a beneficial effect on both teachers and pupils and tend largely toward greater progress.

The large majority of scholars attending the city schools will follow a commercial or industrial life, and but few adopt the learned professions, therefore, the lessening of uninteresting subjects and the introduction of those more adopted to the industrial life from which they expect to derive a livelihood is in this day most essential.

School Building Flags.

In common with the trend of public sentiment, and following the custom of other countries, the Board decided that the National flag should fly on all buildings during school hours, so that the children should have impressed upon them, during their school days, a reverence and loyalty for the flag of their country.

In closing this report, I desire to express my appreciation of the time and attention devoted by all the members of the Board to the important duties assigned them during the term I have had the honor of being chairman.

I also desire to mention the valuable services I have received from the officers of the Board—Supervisor McKay and Secretary Wilson, and to place on record the appreciation of the Board of the very satisfactory services which a long experience enables them to contribute to the operations of the Board and the welfare of the schools.

All of which is respectfully submitted.

H. L. CHIPMAN,
Chairman.

SUPERVISOR'S REPORT.

To the Chairman and Members of the Board of School Commissioners for the City of Halifax:

GENTLEMEN,—I have the honor to submit herewith statistical tables relating to the public schools of the City of Halifax for the year ended 31st July, 1902.

As may be seen from the following conspectus, the entire system comprises 152 departments.

Class.	No. of Depts.	No. and Class of Teachers.
Academy	8	4 Academic. 2 First-class. 2 Unlicensed assistants—specialists in Modern Languages and Drawing.
High School	3	1 Academic. 2 First-class.
Common Schools .	132	8 Academic.* 52 First-class. 69 Second-class. 3 Third-class.
Kindergarten	1	1 Second-class.
Reformatories....	3	1 Second-class. Industrial School. 2 Second-class. St. Patrick's Home.
Manual	3	1 First-class,—a specialist in Mechanical Science. 1 A specialist in Domestic Science. Diploma from So. Kensington, Eng. 1 First-class.
Night	2	1 Academic. 1 First-class. (Teachers from the Day Schools.)

*One of these departments, viz., St. Patrick's Boys' School, has classes in Grades IX and X. (High School Work.)

In the Academy and in the High School, which are doing precisely the same grade of work, there are 11 teachers—the same number as last year. In the common schools there are three less. This is owing to the fact that instead of opening supplementary classes in the primary departments, usually overcrowded in May and June, the pupils were graded two months earlier than usual. Generally this would very greatly disturb the upper classes. But, last year, the inconvenience arising from such a course happened to be less than usual, and the saving of expense amounted to a very considerable sum.

A second teacher has been added to the Reformatory at St. Patrick's Home. There were over 50 pupils in regular attendance. They were of all ages from 8 to 18, and of every grade up to the eighth. Even if they had been normal pupils it would have been impossible for one teacher to have given them the necessary attention. The Directors of the Home made extensive improvements upon their institution at a cost of about $8,000. They added a good class room, and fitted up a manual training department. Thereupon the School Board appointed Bro. Remigius, an experienced teacher, to the new department and placed him in charge of the school work with Bro. Aloysius as assistant.

Several manual training benches were donated by those interested in the school. By this means the school work has been made more practical and better suited to the wants of the pupils. Much attention is given to wood work, to the simpler fundamental principles of agriculture, to the three R's, and to whatever may help to make the boys self-supporting as soon as possible.

The Industrial School has been similarly furnished. The boys are taught by Mr. Ernest H. Blois, who is a teacher of much more than average ability and an enthusiast in Manual Training. There is no other subject in the school course that has a stronger influence in the forming of good habits, in the moulding of character, and in the creating of new interests, especially in boys who were allowed to grow up in idleness and vice. These boys are therefore fortunate in having Mr. Blois for a teacher. It would indeed be difficult to find another man so well suited in every way for this special work.

In the following table the most important statistical facts for 1902 are compared with the corresponding ones for 1901:

TABLE I.—ABSTRACT.

Common Schools (including Kindergarten and Reformatories).		1901.	1902.	Incr'se.	D'cse.
Male Teachers.	A. (Academic)	5	6	1	.....
	B. (First-class)	4	5	1	.....
	C. (Second-class)	1	3	2	.....
	D. (Third-class)	1	1	.....	.....
Female Teachers.	A. (Academic)	1	2	1	.....
	B. (First-class)	45	47	2	.....
	C. (Second-class)	76	70	.....	6
	D. (Third-class)	5	2	.....	3
Totals.	Male	11	15	4	.....
	Female	127	121	.....	6
	No. of Departments	138	136	.....	2
Having Normal School Diploma		62	63	1	.....
No. of teaching days		203	204	1	.....
No. of pupils enrolled		7462	7519	57	.....
No. over 15 years of age		323	331	8	.....
No. under 15 years of age		7139	7188	49	.....
No. of Boys		3730	3813	83	.....
No. of Girls		3732	3706	.....	26
Grand total days' attendance		1021856	1009937	.....	11917
Average present daily		5139.6	5035.	.....	104.6
Percentage of attendance		67	67	.....	.....
No. of pupils daily present with each teacher on an average		37	37	.....	.....
Cost per pupil		$13 37	$13 80	$0 43	.....

It is satisfactory to note that in the common schools the number of teachers in the two higher grades has increased by 5, while the two lower grades are diminished by 7. There are 8 grade A teachers—two more than in the year before; and 52 of grade B, an increase of 3. There were last year but 3 grade D teachers, now there is but one.

The number of male teachers shows an increase of 4; female teachers, a decrease of 6.

In 1887 we had only 25 teachers holding a normal school diploma, now there are 63, an increase in 15 years of 260 per cent.

This is a sure indication of educational progress in our city. A normal school training is of very great value to the majority of those who possess it. It shortens the time required to acquire a practical knowledge of teaching. It places the young teacher at the beginning of her career in possession of good methods which

would otherwise have to be learned with much pain to herself, and loss of precious time to her pupils. A knowledge of educational theories, of fundamental principles, of child psychology, enlarges her field of view and enables her to profit by her professional reading and experience. At the Normal School the teacher is trained in many subjects hitherto neglected in the High School, such as drawing, nature study, music, and manual training. And not the least among the benefits of a normal course are wider outlook and culture received from social intercourse and discussions with teachers from other parts of the province.

What teachers most need is a longer and fuller normal course compulsory upon all—a course in which even the best college graduate would be made to feel that not one hour of his time was wasted.

Every one admits that a special training of three or four years should be required for entrance into the legal or medical profession, and yet inexperienced persons, sometimes of doubtful scholarship, and with no technical skill, are very generally allowed to enter into a profession which involves the destinies of nations, and the personal well-being of every man and woman of the coming generation!

There has been an increase of 57 in the number of pupils enrolled, but there has been a decrease of 11917 in the Grand Total Days' Attendance. This was caused by illness arising from a somewhat general vaccination. The number of school children vaccinated was about 4000, leaving 3872 still unvaccinated.

By comparing the enrolment for the whole year with the average daily attendance, it will be noticed that the percentage of attendance is only 67. The average number enrolled in each department is 56; the average number present is 37, *i. e.*, one pupil out of three is absent every day. No one but a teacher can form any idea of the evil effects of such irregularity; not only the loss to the absentee, but also the loss to every pupil in the school, the confusion introduced, the endless repetition of special explanations to delinquents in the attempt to make them keep up with the regular pupils, and the consequent loss to the latter, the bad habits formed, and the discouragement to the teacher.

A very large proportion of this irregularity arises, no doubt, from the fact that many parents have no clear idea of the injury and inconvenience which it inflicts upon their children and upon the school. Much improvement might therefore be expected if a general circular setting this matter in a clear light were sent to the parents.

I find that in other cities punctuality and regularity are looked upon as virtues to be cultivated. Take for example Worcester,

Massachusetts. The percentage of attendance is reported as being 90, whereas in Halifax the average of quarterly percentages is only 74 There, each pupil was on an average not tardy twice during the whole year and lost only 16 days, but here each pupil loses on an average 66 days. Surely this difference calls for the serious consideration of every parent, teacher, and School Commissioner.

Our law regarding truants is enforced with tact and prudence, and accomplishes all that could be reasonably expected until the time comes when we have parental homes for truants alone.

But the sections of the law that relate to irregular attendance have so far been almost a dead letter. They have not been enforced, and the result is that teachers are becoming discouraged in their efforts to secure a better attendance, while careless parents are holding our occasional warnings almost in contempt.

Private Schools.

The reports of the Truant Officer for the school year ending 1902 are not yet tabulated. But the results will probably not differ much from those for the year 1901.

I find that there were then 19 private schools with an enrolment varying from 9 to 52, of pupils between 6 and 16 years of age, aggregating 399. The number of all ages would probably be about 450. Besides, there were about 7 or 8 very small schools in which there were about 50 pupils. 27 children were reported as being taught at home and 200 above the age of 6 as receiving no instruction There were about 250 from 5 to 6 years of age not attending any school. From these figures it appears that there are 8800 children in Halifax of school age. Of these 89 per cent. are enrolled in the public schools, 6 per cent. in private schools, and 5 per cent. are receiving no education excepting incidentally from their environment.

TABLE II.

Abstract of High School Grades.

	1901	1902	Increase.	Decrease.
County Academy:				
Grade D.	124	130	6	.....
" C.	97	85	.....	12
" B.	99	78	.....	21
Total	320	239	.....	27
High Schools:				
Grade D.	48	56	8	.....
" C.	39	21	.....	18
" B.	8	12	4	.....
Total	95	89	.....	6
Academy — Cost per pupil.	$35 38	$38 64	$3 26	.....
High Schools, " " "	33 47	35 73	2 26	.....

In these grades both the enrolment and percentage of attendance for 1902 fall behind those of the previous year. As the aggregate cost of these departments remains about the same, the per capita cost is of course somewhat increased. It is, however, very far below that of any other city of the Eastern States or Canada, except St. John, and is much below the per capita cost of even the Common Schools of Boston.

In my report last year I referred to the tendency of our school population westward. This tendency is still more strikingly illustrated this year.

Taking the three largest western schools: Bloomfield, Compton Avenue and College Street, we have an increase this year in their enrolment of 213, while the net increase for the whole city is only 30. This alone, not to mention the unsuitable character of the Beech Street building, shows clearly the great necessity for more school accommodation in that direction.

TABLE III.

Changes in the Teaching Staff.

Resignations:—

Sr. M. Borgia,	from	3rd	dept.	St. Mary's Girls' School.
Sr. Dionysia,	"	5th	"	" "
Miss T. M. Keating,	"	9th	"	Compton Avenue School.
Sr. M. Electa,	"	2nd	"	St. Mary's Girls' School.
Sr. Caecilia,	"	1st	"	R. C. Orphanage School.
Miss M. W. DeWolfe,	"	9th	"	Morris Street School.
Sr. Aloysia,	"	6th	"	St. Mary's Girls' School.
Miss A. M. Johnston,	"	3rd	"	LeMarchant Street School.
Miss L. M. Macdonald,	"	5th	"	Albro Street School.

Appointments:—

G. K. Butler,	A	to	1st dept. Alexandra School.
Mr. M. F. Jemmott,	D (Prov.)	"	Africville School.
Mr. E. H. Blois,	C	"	Industrial School.
Mr. B. J. Wood,	B	"	2nd dept. B, Morris St. School.
Mr. A. H. Macdonald,	B	"	3rd dept. Albro St. School.
Sr. Joseph,	C	"	10th dept. St. Patrick's Girls' School.
Sr. Rita,	C	"	2nd dept. G, Young Street School.
Sr. Rosaire,	B	"	2nd dept. St. Mary's Girls' School.
Miss W. Conrod,	B	"	Maynard Street School.
Mme. E. Murray,	C	"	2nd dept. College St. School.
Miss I. B. Dempsey,	B	"	4th dept. B. Young St. School.
Miss J. W. Clarke,	C	"	9th dept. Compton Avenue School.
Sr. Margaret,	C	"	3rd dept. St. Mary's Girls' School.
Bro. Remigius,	C	"	1st dept. St. Patrick's Home.
Sr. Dolorita,	C	"	1st dept. R. C. Orphanage School.
Sr. Eucaria,	C	"	6th dept. St. Mary's Girls' School.

Transferred:—

Miss L. E. Marshall from 9th dept. Morris St. School to 5th dept. Alexandra School.

Miss L Brodie from 11th dept. Albro. St. School to 8th dept. Alexandra School.

Miss G. Share from 8th dept. Alexandra School to 11th dept. Albro St. School.

Miss G. M. Hart from 3rd dept. Tower Road School to 8th dept. Morris St. School.

Miss B. H. Lyall from 5th dept. Bloomfield St. School to 3rd dept. Tower Road School.

Miss J. R. McArthur from 2nd dept. Acadian School to 5th dept. Bloomfield School.

Miss C. M. Gossip from 5th dept. Alexandra School to 2nd dept. Acadian School.

Miss J. Bruce from 3rd dept. Albro St. School to 1st dept. Acadian School.

Miss J. R. McArthur from 5th dept. Bloomfield School to 2nd dept. LeMarchant St. School.

Sr. Dolorosa from 6th dept. St. Mary's Girls' School to 5th dept. G, Young St. School.
Sr. Aloysia from 10th dept. St. Patrick's Girls' School to 6th dept. St. Mary's Girls' School.
Sr. Rodriguez from 2nd G dept. Young St. School to 5th dept. St. Mary's Girls' School.
Sr. Rosaire from 3rd to 2nd dept. St. Mary's Girls' School.

Temporary Teacher:—

Sr. Clement in Young Street School.

Leave of Absence:—

Miss L. J. Bowden, Bloomfield School, 3 mos., illness.
Mme. Donohoe, College Street School, 2 mos., illness.
Sr. Caecilia, R. C. Orphanage School, 3 mos., illness.
Miss E. Adams, Morris Street School, 3 mos., illness.
Sr. Aloysia, St. Mary's Girls' School, 6 mos., illness.
Miss I. M. Creighton, Compton Avenue School, 4 mos., illness.

Died:—

Sr. Dominic, Young Street School.

Of the nine teachers whose resignations are noted above, it affords me much pleasure to say that they were all good teachers. Their retirement will be a distinct loss to the schools. Some of them leave on account of failing health. Miss DeWolfe was selected as a teacher for the concentration camps in South Africa. Miss Keating deserves special mention as a primary teacher of more than ordinary merit, possessing natural tact and skill such as the best professional training could not give, and Miss Macdonald as a teacher who placed the development of character as being far above every other aim in school work.

THE ACADEMY.

Everything that relates to the Halifax Academy is always of interest to the citizens, partly because it absorbs about 10 per cent. of the amount devoted by them to free education, but chiefly on account of the superior mental discipline in advanced subjects which it affords to hundreds of clever and ambitious boys and girls who would otherwise be unable to compete with those of other towns, or secure the higher positions to which their talents would entitle them. Twenty years ago there were in Dalhousie College only 30 students from the City; now there are 80, nearly one-fourth of the whole number. In all the other Colleges there are also many students from Halifax, the larger number of whom were prepared in the Halifax Academy. Twenty years ago it was frequently neces-

sary for us to secure teachers from outside. Now we not only supply nearly all our own teachers, but we send a very considerable number to teach in the country schools, and nearly all these teachers were educated in the Halifax Academy. It is evident then that the Academy is a great boon to the citizens, more especially to those who could not otherwise afford to secure for their children a higher education, and that class always forms the large majority.

TABLE IV.—PROVINCIAL EXAMINATION RESULTS.

	1901.				1902.			
GRADE.	No. Enrolled.	No. applied for Exam.	Obtained Grade applied for.	Obtained some grade.	No. Enrolled.	No. applied for Exam.	Obtained Grade applied for.	Obtained some grade.
D	124	80	66	70	130	80	57	70
C	97	67	63	76	85	55	43	51
B	99	66	49	49	78	46	37	37
Total .	320	213	178	195	293	181	137	158

	1901.	1902.
Per cent. applying for examination.....	66	61
" of B's obtaining grade applied for	74	80
" of C's " "	94	78
" of D's " "	82	80
" of all candidates obtaining grade applied for	83	76
" of enrolled pupils " "	58	47

At the last Provincial High School Examinations the Academy pupils were not nearly as successful as usual. Two years ago 248 pupils applied for certificates, and 218 obtained the grade for which they applied. Last July 181 applied and only 137 succeeded, that is 76 per cent. Taking the Province as a whole the percentage was only 42. The explanation therefore probably is that the examination this year was unusually difficult. It is of course desirable to have the standard raised. One hundred and sixty pupils from the city schools secured the grades for which they applied. Of the successful candidates in the Province, Halifax claims nearly 12 per cent.

TABLE V.—ST. PATRICK'S GIRLS' HIGH SCHOOL.

Provincial Examination Results.

	1901.				1902.			
GRADE.	No. Enrolled.	No. applied for Exam.	Obtained grade sought.	Obtained some grade.	No. Enrolled.	No. applied for Exam.	Obtained grade sought.	Obtained some grade.
D	62	23	12	20	41	20	8	10
C	28	27	16	17	18	8	6	10
B	8	8	7	7	12	12	8	8
Total..	98	58	35	44	71	40	22	28

	1901.	1902
Per cent applying for examination	59	56
" of B's obtaining grade appplied for.....	87	66
" of C's " "	59	75
" of D's " "	52	40
" of all candidates obtaining grade applied for	60	55
" of enrolled pupils " "	35	31

Here, again, we find the percentage lower than formerly, but much higher than the general average for the Province.

In these departments much attention is given to English Literature. The improvement effected in the general culture and refinement of the young ladies who are thus engaged for three years is very marked.

COMMON SCHOOLS.

Preparatory Department.—This department opened in 1897, was closed last year. It happened that there were not many pupils requiring the special training which it afforded.

Of the 80 or 90 candidates who fail every year to enter the Academy, the majority are not sufficiently prepared for advanced work. But there are many others who fail from other causes, although better prepared than some who have more confidence or better command of language, and who therefore pass. It would be a serious loss to such pupils to be required to go over the same work with the same teachers and with younger pupils just graded into the department. It would, indeed, be a great injustice and

contrary to the regulations of the School Board, which requires that pupils be made to advance continually, lest being put back over studies with which they are fairly familar, they become discouraged and fall into idle habits. Indeed, our whole system of grading is founded upon this idea. By selecting a central school all the advantages of this principle can be secured to the few who need it, even more completely than in a preparatory department where the work is strictly confined to a preparation for entrance into the Academy. In Alexandra School the conditions are particularly favorable. It is centrally situated, and the Principal, Mr. Butler, is a superior teacher. He will take the pupils on from the point at which he finds them, whatever that may be, and then if any of them are prepared for Grade D examination they will be encouraged to take it, and thus frequently save a year in their school work.

The work of the Common Schools is, upon the whole, very satisfactory, and presents no new features requiring special mention.

I will not, therefore, weary you with details which would be largely a repetition of what appears in former reports, nor need I enter upon a discussion of the various subjects pertaining to the curriculum which it is my duty to see carried out judiciously with such modifications as the circumstances of the various schools may require.

It might be expected that I would refer more fully to the new Manual Training School. But it is a subject of which we hear and read much nowadays, and a fuller discussion of it might be more appropriate after it has been in operation for at least a year in the new building.

The use of school gardens as an aid to nature study is a subject deserving of much attention. It will be our duty during the current year to study this subject.

College Street School.

The occupancy and formal opening of College Street School stand out somewhat prominently among the events of the school year. This school, until recently known as Summer Street School, has been completely remodelled and greatly enlarged. It has now six well-appointed classrooms, a large basement which serves as a covered playroom in all weathers.

The building was partially occupied in September last, but the formal opening, something new in the history of our common schools, did not take place until the 28th of February. The Assembly Hall was crowded with pupils and distinguished visitors.

The Chairman of the School Board presided, and in his opening remarks related the growth and development of the school from its beginning in 1866 with one department for poor children under Mme. Mooney. He paid an eloquent compliment to Mme. Donohoe, to whose untiring energy and good management the pupils were indebted for the best school accommodation in Halifax. He had conducted the public examination and found the pupils most proficient in their studies.

The Hon. Attorney General drew entertaining and instructive lessons from his own early experience as a pupil and a teacher. He pointed out that in this materialistic age more attention should be given to spiritual things, that the teaching of religion, provided all could agree, was the first and most important work of the school. He remarked upon the exceptionally happy relations existing between the various churches in Nova Scotia.

The Superintendent of Education found in the happy faces of the children around him in such charming environment and in so much interest of parents and prominent citizens, evidence of the general progress of the educational interests of the province for which he was held responsible.

Dr. Tobin apologized for the absence of Sir Malachy B. Daly, caused by the severe illness of a mutual friend. With much feeling he congratulated the friends of the school upon the splendid building in which they were assembled.

President Forrest of Dalhousie University, had always admired the good conduct which characterized the pupils of the school. Although for years they were under his observation going to and returning from school, he had never seen a single instance of rudeness. He reminded the parents present of their duty in co-operating with the teachers of the school if they would have the best results possible.

Mr. A. McNeil, barrister, spoke of the origin, aim and guiding principles underlying the management of the Convent of the Sacred Heart which gave to the school so many of its teachers, and its methods of teaching.

His Honor the Lieut.-Governor had been for many years much impressed with the steady growth in usefulness and public esteem of that institution which was managed so wisely and unostentatiously. He showed what it was possible to accomplish even in unfavorable circumstances, and that therefore much would be expected from the children of to-day.

His Grace the Archbishop warned his hearers of the folly of ignoring the past, but rather that its lessons of wisdom should be care-

fully stored up and made the foundation upon which the children of the present generation should build.

The programme included an Address of Welcome from the pupils, some fine vocal and instrumental music from Mrs. Ellis, Miss White, Miss Murphy, and Miss E. Page.

This school has now 6 teachers and 391 pupils, being an increase over last year of 140.

School Libraries.

Given two primary teachers of equal ability, the one teaching a class of pupils who have almost no home advantages, and the other a class of pupils mainly from cultured homes, it will be difficult to say which class does the better school work. Some of the best primary classes in the city are mainly composed of pupils from the poorer homes. But if we follow the pupils as they rise to the higher grades, we find, as a rule, that those from the best homes make the most progress. Beginning with grades III and IV, we find even in the same department, that the pupils who have books at home with all that this implies, are more easily taught in almost every subject, especially in reading, composition, geography and history. Pupils lacking this advantage are dull of comprehension, lacking in many-sided interest, and frequently dislike school work. This explains why there are schools in this city with large and superior primary departments, in which, nevertheless, it is difficult to have a good grade VIII department.

Frequently teachers in the higher grades are very unjustly blamed for defects inherent in their pupils, whereas other teachers of less ability receive unearned credit.

Seeing that the individual pupils receive so much pleasure and benefit from having sufficient good reading matter, and that they add so much to the character of the schools that they attend, it is evident that all pupils should be provided with equal advantages in this respect. The reading habit formed in youth and in connection with school work would not only enable the pupil to do much better work at school, but it would remain after he left school and thus be of incalculable benefit.

Nearly all the best schools of the United States are provided with suitable school libraries. In a high school which I visited, the librarian's position was held to be of the first importance. Her whole time was taken up in directing the reading of the pupils and in enabling them to do research work in connection with their studies.

In Ontario, school trustees are encouraged to form school libraries, by a small government grant equal to half the amount raised

by the section. It is to be hoped that similar provision will be made in Nova Scotia. In towns, the grant should, of course, be somewhat proportioned to the number of departments. In that case the City of Halifax should receive a grant varying from $5 to $10 for each department, and the teachers should be encouraged to secure by concerts or donations from the parents or otherwise twice or three times as much. This would be a satisfactory beginning, and would enable every pupil to read as many as he wished out of 40 or 50 carefully selected books.

Teachers' Meetings.

Among the subjects discussed at these meetings were the Teaching of English and of History.

In these meetings the professional spirit is kept up, many suggestive ideas are brought out, and the best thought and methods in so far as they can be assimilated become common property.

All of which is respectfully submitted.

A. McKAY,
Supervisor.

Halifax, 31st Oct., 1902.

APPENDIX F.

SPECIAL PROVINCIAL INSTITUTIONS.

(I.)

Halifax Institution for the Deaf and Dumb, 1902.

To A. H. MacKay, Esq., Ll. D.,
Superintendent of Education.

Sir,—I beg to submit for your consideration the following report of the working of the Institution for the year 1902.

The attendance for the year has been 116, of whom 97 belong to Nova Scotia, 9 to Newfoundland, 8 to Prince Edward Island, 1 to New Brunswick, and 1 to Bermuda.

During the year 16 pupils left and 10 were admitted. The following table shows the attendance more in detail.

Pupils of previous year still in attendance	88
Pupils admitted during the year	10
Pupils who have left during the year	16
Pupils expected to return	2
Total	116

The 97 pupils belonging to Nova Scotia come from the following counties:

Annapolis County	3	Halifax City	11
Antigonish "	4	Inverness County	11
Cape Breton "	7	Kings "	6
Cumberland "	11	Lunenburg "	7
Colchester "	2	Pictou "	7
Digby "	3	Queens "	1
Guysboro "	2	Richmond "	4
Hants "	4	Shelburne "	7
Halifax "	4	Yarmouth "	3

The per capita expenditure for the year 1902 was $190, while the grant from the governments of Nova Scotia, Prince Edward Island and Newfoundland, was only $150 per pupil. The Institution had, therefore, to make good the balance of $40 per pupil. In other words the Institution spent for board and education of 100 pupils in attendance $4,000 more than it received from the governments of the provinces. This is a a matter for serious consideration, and means that a more liberal public grant will be necessary if the Institution is to maintain its present state of efficiency.

The average cost per pupil of eight schools for the deaf in the United States is $308.39, and for 25 others $273.55 per pupil. A glance at these figures will show that the yearly cost per pupil in this school is very much below that of the schools in the United States.

The work of the past year has been on the whole very similar to that of previous years. The attendance was not quite as large as that of the preceding year, which is accounted for by the leaving of a greater number of pupils than usual. Good conduct and cheerful willingness to help characterized the pupils, while the teachers and other officers discharged their duties with much faithfulness. I regret to report the death of three pupils during the year. Alonzo McKay, from Ragged Head, Guysboro County, and Catherine Iris, from North Pembroke, Bermuda, died of pneumonia, the former in June, and the latter in January. Clara Grandy died of brain trouble at her home in Newfoundland during the holidays. She was an intelligent, amiable child, and made rapid progress during the few months she had been at school.

Encouraging reports are constantly being received from parents as to the use their children, when at home, make of the speech and ability to read the lips given to them here. The father of a boy, about five years at school and born deaf, says: "We easily understand everything he says or reads. He communicates with the whole family entirely by speech. The greater part of what we say to him he easily takes from the lips. His mother and myself cannot spell on the fingers, so anything he fails to read from the lips we give him by writing." The mother of a little girl, three years at school, says: "She is very shy with strangers, but to us at home she always speaks distinctly and well. Often in the evening she reads aloud from a book or paper. She is quick to understand the speech of others, especially of her sister to whom she talks most." The father of another child, only one term at school, says: "We write to tell you how happy we are that Mary has improved so much since she went to school. She surprised everybody who saw her writing and heard her speech. She did not want to use signs and was a week at home before she spelled a word on the fingers." Instances like these show the practical advantage of speech over

spelling on the fingers, though it may be far from as pleasant or intelligible as that of hearing persons.

I regret that Miss Annie MacKay, after two and a half years of faithful and efficient service as teacher, has had to resign her position here through the failing health of her father. Miss M. E. Stuart, who succeeds her, has taken a deep interest in the work and has thrown herself into it with the energy and enthusiasm for which she is noted.

In the domestic department, Miss O'Brien and her assistant, Miss Archibald, have with due regard to economy, done their utmost to insure the comfort and happiness of the entire household. Under their care the health of the children has been good and the various rooms of the building always clean and orderly. The girls have made very satisfactory progress in dressmaking, knitting, darning, etc., and the boys are receiving instruction, under Mr. Leonard Goucher, in manual training, which will be of great service to them in whatever trade or occupation they may enter upon after leaving here. The boys also work at printing, shoemaking and tailoring, the greater part of the mending, both of boots and clothes, being done by themselves.

There can now be little doubt but that there is a close connection between consanguinity and congenital deafness. The following facts as to the cause of deafness of 100 pupils in attendance last year and as to relationship of parents may prove interesting. Of these 100 children, 52 were born deaf, 34 became deaf from one or other disease, and of the remaining 14 it is uncertain whether they were born deaf or became so at a very early age. Of the 52 who were born deaf, there were 22 who had parents related. Of the 34 who lost their hearing from disease, in 4 cases deafness was caused by measles; 3, by scarlet fever; 6, gathering in ears; 3, whooping cough; 2, meningitis; 3, grippe; 2, by a fall on the back of the head; 1, by abscess in the ear; 1, by fits; 1, throat trouble; 1, sore ears; 2, cold in head; 1, teething; 1, by camphor poured in ears; 1, diphtheria; 1, catarrhal pneumonia; 1, spinal disease.

Under existing conditions it is not possible to say with any degree of accuracy how many deaf children of school age in these provinces are as yet outside the pale of education. It would be of great assistance if a census of deaf children were taken, as in some of the states of the Union, giving the names and addresses of such children between the ages of five and fifteen years. While there are still many who have not yet been reached, it is a matter for thankfulness that, comparatively speaking, so many have been gathered in. Dr. Gordon, the superintendent of the largest school for the deaf in the Union, says that not one-half of the deaf children of school age in the State of Illinois have been brought under instruction. In other words, more than 650 such children are growing up

in ignorance in that State, to become in the future a burden on the community and a serious menace to society. While nothing like this exists in this province there are yet too many such cases here growing up in ignorance, the result of selfishness, indifference, or mistaken affection on the part of the parents, and which leads me to call your attention once more to the desirableness of the enactment of a law for this province, making it compulsory that every deaf child of school age and of sound mind and body be placed under instruction.

I would again call your attention to the many cases of feeble-minded children that come under my notice, and of the great need of a school for such children in these provinces. It is more than 60 years since Dr. Seguin proved to the entire satisfaction of the Academy of Sciences at Paris that much could be done for these children, whose faculties are not really wanting but undeveloped and dormant. All over the civilized world schools have been established for such children, saving many of them from pauperism, from crimes of the worst kind to which it is well known they are prone, or from lapsing into absolute insanity. The care of the defective is one of the strongest proofs of the progressiveness of a country and it is to be hoped that Nova Scotia, so justly proud of its many benevolent institutions will soon add to the list a school for feeble-minded children.

Thanking you for the cordial help you have given me and for the kind consideration you have always shown me,

I am, yours respectfully,

J. FEARON.

(II.)

HALIFAX SCHOOL FOR THE BLIND, 1902.

(INCORPORATED 1867.)

THIRTY-SECOND ANNUAL REPORT OF THE BOARD OF MANAGERS OF THE SCHOOL FOR THE BLIND, HALIFAX, N. S.

INTRODUCTION.

The Board of Managers have great pleasure in submitting to the members of the Corporation, to the Provincial Governments and Legislatures interested, and to the friends of the Institution, the Thirty-Second Annual Report. In doing so, they desire to express their gratitude for the support which the School has received from the Provincial Legislatures and Municipalities and from private individuals. This generous support has enabled your Board to efficiently carry on the work of the School, and under the guidance of Almighty God to make the Institution a blessing to those who are deprived of sight.

SUPERINTENDENT'S REPORT.

The Superintendent's report, which is hereto appended, will be found to give some interesting details with respect to the School, its staff of teachers and the general work of educating the blind.

The members of the teaching staff have been devoted to their work, and their patience and perseverance are worthy of the highest commendation.

Mr. H. B. Campbell has been appointed Principal of the Musical Department, and his appointment will, we believe, be of advantage to the School.

A beginning has been made in the teaching of Massage and it is expected that this new occupation will give employment to a number of our graduates.

It has been the wish of your Board to make the several Departments of the School as practical and effective as the means at our disposal would allow, and while we have every reason to congratulate ourselves on what has already been accomplished, we fully realize that had we a larger income at our command, many advantages might be given to the pupils, which under present circum-

stances are impossible. We should like for instance, to equip reading rooms for both boys and girls, and to place within their reach all the books of reference now published in the Braille point system. To do this would involve an outlay of $2000 00 and our annual income will not at present warrant this expenditure.

The Late Mr. A. M. Chisholm.

We insert in this report an extract from the minutes of the meeting of the Board of Managers held on February 4th, 1902. This extract will serve to show how highly the services of the late Mr. Chisholm were appreciated by your Board. The minute reads as follows: "Resolved, that this Board desires to place on record its appreciation of the faithful and efficient services performed by the late Professor A M. Chisholm as Principal of the Musical Department of the School. Mr. Chisholm's enthusiasm was an inspiration to his pupils and by his death the School has lost a devoted and painstaking teacher." "Resolved, that the Board of Managers desires to convey to Mrs. Chisholm and the relatives of the deceased, its sincere sympathy for the bereavement they have sustained."

Domestic Department.

The Domestic Department of the School has been efficiently conducted during the year by the matron, Mrs. Chisholm, and her two assistants. Owing to the crowded state of the building, and the constant use of many of the rooms, the work of this department has been more difficult than usual. Notwithstanding these drawbacks and her personal bereavement, the matron has done her best to further the comfort of the teachers and pupils. The care of a household numbering one hundred and forty-six persons, the majority of whom are under fifteen years of age, involves great responsibility, and requires constant and untiring supervision.

Growth of the School.

During the past ten years the number of pupils in this School has grown from forty-six to one hundred and twenty. This is due to the increased interest taken by parents and guardians in the education of those deprived of sight, to the wider knowledge that exists with respect to the work of the school and to the efforts of the graduates of the institution, who appreciating what the School has done for them, desire to have the same privileges extended to every blind boy and girl in the country. The advance in our numbers is fortunately not due to an increase in the number of those who are blind, but simply to the fact that a largely increased number of blind persons are availing themselves of the advantages which the School, the benevolent public, and the respective governments have placed within their reach.

Legislative Support.

Nova Scotia sends to the School seventy-four pupils, New Brunswick thirty-two, Prince Edward Island six, and Newfoundland nine. In the provinces of Nova Scotia and New Brunswick statutory provision for the free education of the Blind has been made by legislative enactment. Annual appropriations are made to the school by the Legislatures of Prince Edward Island and Newfoundland to provide for the education of a limited number of beneficiaries. The limit in the case of Newfoundland has hitherto been eight pupils, but as several additional applications were received and the applicants were very desirous of being admitted, your Board decided to accept them, and sincerely trust that the government and legislature of Newfoundland will increase the appropriation so as to cover the cost of their education.

Increased Accommodation.

In the last annual report submitted by the Board, special attention was called to the fact that increased accommodation was urgently required. Before taking any definite steps to secure funds the question of the present needs and the probable future requirements of the School were fully considered, and it was unanimously agreed that in providing increased accommodation a new building should be erected distinct from the present buildings and connected with them by a covered way. This new building would serve as a school house for the pupils in which they would spend their hours of study and work, and in which special provision should be made for recreation rooms during inclement weather. Under this arrangement, the present buildings were to be utilized for residence purposes, and the pupils after their school work was done, would come home to their respective departments, each of which would have ample reading room, sitting room, dining room, dormitory and lavatory accommodation.

Mr. J. C. Dumaresq was then asked to prepare plans and specifications in accordance with the foregoing ideas, and these plans with a few alterations, were finally adopted by your Board.

The Next Step.

In February last your Board, by appointment, waited upon the Government of Nova Scotia, and urged upon that honourable body the advisability of making a special appropriation towards the erection of the proposed new building. The members of the Government received the deputation most kindly and assured your Board that the matter would have their favourable consideration. Subsequently the Legislature of the Province appropriated $20,000.00 towards the new building.

In the early spring we received, in response to our advertisements, a number of tenders from responsible contractors These were considerably in excess of the estimates of cost previously made, and the work was delayed for several months in the hope that building material would decline in price and thus enable us to secure the building for a smaller outlay. In midsummer it became apparent, from the number of new applications for the admission of pupils which were being received, that definite action must at once be taken. The plans and specifications were then carefully revised with a view to greater ecomomy and new tenders were called for, resulting in the contract being awarded to S. Marshall & Son for the sum of $54,506 00, after which building operations were commenced.

The New Building.

The new building, which will contain four stories including the basement, will be one hundred and thirty-one feet in length by seventy-one in width. It will, we believe, be one of the most modern school buildings for the blind on the continent. Its erection will enable us to receive and educate forty pupils in addition to our present number. With this new building completed, we hope to be able to develop our Literary, Musical and Industrial Departments.

Public Support.

In undertaking this forward step to further the education of the blind, your Board have relied upon the hearty co-operation and generous support of the public spirited men and women in Nova Scotia, New Brunswick, Prince Edward Island and Newfoundland. The gratifying responses which have already been made to our appeal in the cities, towns and villages visited by the representatives of the School, prove that the public are deeply interested in the work of this Institution, and are prepared to actively co-operate with us in promoting the welfare of the blind. During the coming year other localities will be visited by the Superintendent and members of the Staff, and we feel confident that the contributions and subscriptions received will materially augment our building fund. All contributors and subscribers may rest assured that their donations will be thankfully received, and that every dollar contributed will be carefully and judiciously expended in furthering the interests of those deprived of sight.

The Superintendent.

The Managers have much pleasure in again expressing their sense of the invaluable services of the Superintendent, Dr. C. F. Fraser, to whose ability and devotion is largely due the confidence felt in the educational and financial management of the School, throughout the entire Maritime Provinces and Newfoundland.

LATE MEMBERS OF THE BOARD.

It is with regret that your Board records the death of Mr. W. H. Neal, who has been one of the managers of the Institution from the inception of the School, and for upwards of thirty years has annually audited its accounts. The late Mr. Neal took an active part in the affairs of the Institution, was a regular attendant at the meetings of the Board of Managers and took a warm interest in the welfare of the blind.

We also regret to have to record the death of Mr. J. Wesley Smith, who was elected a member of the Board of Managers in 1897. Owing to ill health, Mr. Smith has been unable to take an active part in the management of the School, but he always evinced a deep and kindly interest in its progress.

ACKNOWLEDGMENTS.

In addition to the donations elsewhere acknowledged, your Board gratefully acknowledges the following bequests: Estate of Miss Margaret Little, Halifax, $500.00; estate of M. A. Buckley, Santa Cruz, California, $150.00; estate of E. P. Archbold, Halifax, $25.00 on account; estate of Thomas Kelly, Halifax, $10.00. These bequests, which amount to $685.00, have been invested and now form part of our endowment fund. The interest from this fund is used to supplement our current income from other sources, and enables the Board to give to the pupils many special educational advantages.

The thanks of the Board are due Drs. Lindsay, Kirkpatrick and Cogswell, who have during the year, and for many previous years, been unremitting in their attention to the pupils, giving their services free of charge.

The Board of Managers also desires to express its thanks to Mr. J. D. Medcalfe, Mr. W. E. Hebb, Mr. H. B. Clarke, the Halifax Symphony Orchestra, and other individuals and organizations for kindly admitting the pupils to lectures, concerts, etc., under their respective managements.

The Exhibition Commissioners have our sincere thanks for admitting the pupils to the Provincial Exhibition.

The railways and other transportation companies have our thanks for the special rates granted and for the uniform kindness and care shown to the pupils while travelling to and from their homes.

All of which is respectfully submitted,

W. C. SILVER,
President.

SUPERINTENDENT'S REPORT.

To the President and Board of Managers of the School for the Blind:

GENTLEMEN:—

The table of attendance herewith submitted shows that 145 blind persons have been under instruction during the past year, of whom 87 were males and 58 females. Of these 24 have since graduated or remained at home, making the total number registered December 1st, 1902, 121, of whom 73 are males and 48 females. Of these 74 are from the Province of Nova Scotia, 32 from New Brunswick, 5 from Prince Edward Island, and 9 from Newfoundland.

TABLE OF ATTENDANCE.

	Boys.	Girls.	Adults.	Total.
Registered Dec. 1st, 1901.....	65	47	5	117
Entered during the year.....	15	11	2	28
Graduated or remained at home...	11	10	3	24
Registered Dec. 1st, 1902.....	69	48	4	121

TEACHING STAFF.

The education imparted to the pupils of a school may generally be measured by the character and attainments of the members of its teaching staff. This is especially true of a School for the Blind, where the pupils come in contact with the teachers during the hours of recreation as well as in those devoted to study. This School is fortunate in having a strong and effective staff of teachers, the members of which are devoted to the work in which they are engaged. The personnel of the Staff, with one notable exception, remains the same as this date last year. In January last the School suffered a severe loss through the death of Mr. A. M. Chisholm, who for fifteen years had been Principal of the Musical Department Mr. Chisholm entered this Institution as a pupil in 1872, and graduated in 1879. He subsequently spent two years in Berlin perfecting his musical education. As a teacher he was skillful, zealous and energetic, and his pupils, inspired by his enthusiasm, stimulated by his example, and guided by his instruction seldom failed to become thorough and practical teachers of music. Mr. Chisholm gave to his work the best that was in him, and his memory will long be cherished with feelings of love and esteem by those for whose welfare he so faithfully labored.

Mr. H. B. Campbell, who entered upon his duties as Principal of the Musical Department in September last, has many qualifications which fit him for the responsible position he now fills. After taking an eight-years' course in this Institution Mr. Campbell went to Leipsic, where for two years he studied the pianoforte under

eminent Masters. On his return to this country he settled in St. John, N. B., and for the past three years has been recognized as one of the most successful piano-forte teachers in that city. Mr. Campbell thoroughly understands the difficulties with which his pupils will have to contend and the necessity that exists for their attaining a high standard of excellence both as performers and instructors. He appreciates the fact that at least forty per cent of the graduates of the School maintain themselves as teachers of music, and he realizes the great responsibility for the after success of the pupils which rests upon him and his assistants in the Musical Department.

The work of the Literary Department has been ably carried on by Miss Frame, Mr. S. R. Hussey, Miss Baker, Professor Lanos, Miss Bowes and two assistants. Miss Josie Howe, Miss Campbell, and Miss Callanan have devoted themselves to the progress of the little boys and girls in the Kindergarten and Primary Departments.

During the year the Musical Department has been re-organized under the Principalship of Mr H. B. Campbell. Mr. Campbell is assisted by Mr. Hubley and Miss Studd as piano-forte teachers; by Miss J. Allison as vocal teacher; by Miss L. Mott and Miss B. Mott as teachers of the mandolin and guitar, and by Messrs. Covey, Hanson and Warren as teachers of the cornet, clarionette and band.

The work of the Tuning Department under Mr. D. M. Reid, of the Industrial Department under Mr. D. A. Baird, of the Gymnasium under Mr. James Scrimgeour, and the Girls' Work Department under Miss Campbell and Miss Mott has been satisfactorily carried on.

The pupils have fully appreciated the educational opportunities afforded to them by the several departments of the School and, with few exceptions, have been diligent and persevering students.

Course of Instruction.

One of the principal objects of this School is to give to the pupils a broad and practical training such as will enable them to become self-supporting. Our course of instruction has been carefully arranged with this end in view, and so far as can be learned its results are well up to the average of the leading institutions for the blind in other countries. In addition to receiving instruction in all the regular branches of education as taught in the public schools, our pupils are trained as pianoforte teachers, teachers of vocal music, pianoforte tuners, basket and brush makers, chair seaters, etc. The girls receive special training in crocheting, knitting, sewing, in the use of the sewing machine, and other work. Four girls are now receiving instruction in massage, and have been placed under the tuition of Miss Una Legg, a graduate of this School. Miss Legg spent eight months in London, G. B., in the studio of Dr.

Fletcher Little, and received a first-class certificate as a masseuse. Speaking in London at a conference of the educators of the Blind, Dr. Fletcher Little referred to the many masseuses with sight employed in hospitals and other institutions. Continuing he said, "Massage is now placed upon a scientific basis, and I see no reason whatever why Blind persons should not hold such appointments. I am glad to say that they are well paid and their work appreciated, and if the Blind are employed in the hospitals and institutions of the country, it will be good for them and for the institutions." Professor McHardy, of the Massage Institute of London, in speaking at the conference said, "In this practice of massage by the Blind there is a very real and promising opening both to help the Blind and for the Blind to help others."

APPLIANCES.

Dr. Dessaud of Paris has recently perfected a simple machine for writing Braille point characters. This machine promises to be of very great advantage in the education of the Blind. At present when writing, a Blind student proceeds from right to left and the points are embossed downwards; the paper is then reversed and the student reads from left to right. He thus practically has to learn two alphabets, and moreover he cannot examine or correct his work until the paper is removed from the frame With Dr. Dessaud's machine the writing is done from left to right and the points are embossed from beneath the paper, so that the student can correct his work as it proceeds. The great advantage of this simple device will be at once apparent to all, and it is satisfactory to note that its cost will not be greatly in excess of the Braille writing frame now in general use.

HEALTH.

It is gratifying to report that the health of the pupils during the past year has been most satisfactory. Several of the pupils who came to us constitutionally weak have required the special attention of the attending physician, Dr. A. W. H. Lindsay, but these quickly responded to treatment and have since become strong and healthy.

The systematic physical training, the good wholesome diet, the regular hours, the healthy situation of the School, with abundance of sunshine and fresh air, conduce to insure to the pupils a standard of health quite equal to that enjoyed by any school of its size in the country.

GRADUATES.

At the close of the last school year certificates of competency were awarded as follows:—

Vernor Jones Pownal, P. E. I., a first-class certificate as a teacher of music, also a first-class certificate as a pianoforte tuner.

Edgar Bursey, Hants Harbor, Nfld., a certificate as a teacher of music.

John McDonald, Mabou, C. B, a first-class certificate as a pianoforte tuner.

James Rousse, Wellington, N. S., a certificate as a basket maker and brush maker.

James McKay, Hunter's Mountain, C. B., a certificate as a brush maker.

In addition to the foregoing, Miss Rachel McLeod, of Point Aconi, C. B., was awarded a graduating certificate from Girls' Work Department. These young people have received a thorough training and are now in a position to maintain themselves.

Three Notable Conferences.

During the year three notable conferences of the instructors of the blind have been held. These were convened in London, Great Britain; Brussels, Belgium, and Raleigh, North Carolina. In two of these conferences this school was represented. From the reports of these conventions that have been received it is evident that a great forward movement is now taking place in the education of the blind in Europe and America, and that the interest in the welfare of those who are deprived of sight is steadily on the increase. It is also apparent that if this school is to hold its place among the leading institutions for the blind in the world we must be prepared to give our pupils increased educational advantages and increased facilities for that training which will enable them to secure more lucrative employment and more responsible positions.

Our Forward Movement.

The great English educator, Edward Thring, said in speaking of his school, "that proper machinery for work, proper tools of all sorts, are at least as necessary in making a boy take a given shape as in making a deal box." The machinery and tools in a school are the buildings, appliances, library, grounds, etc. If the buildings be overcrowded, the appliances meagre, the library indifferent, and the grounds contracted, then the teachers work at a great disadvantage. The first and most important piece of machinery necessary to a well organized school is its building, or buildings, in which the school is carried on. This fact has always be taken into consideration in this institution and when the growth in the number of the pupils imperatively demanded more school rooms, music rooms, dormitories, or other accommodation, an appeal has been made to the legislature and to the public, and the response has always been most encouraging. In 1890, with thirty-one pupils, it was felt that additional room was required, and with the help of the legislature

and the friends of the school the east wing of the building was erected. In 1896, when the pupils had grown to seventy in number, the accommodation was felt to be inadequate. The legislature and public were again appealed to and the commodious west wing was erected. The pupils now number one hundred and twenty-one and many others are seeking admission. Increased accommodation is urgently required and believing that the public would support any reasonable effort that might be made to promote the welfare of those who are deprived of sight, a large up-to-date school building has been planned and the work upon the same commenced.

The New Building.

It has been decided to erect the new school building south of the present building, connected with it by a covered way or corridor. In the new school building will be concentrated all the regular work of the school. The building will contain (in addition to school rooms, music rooms, tuning rooms, and an assembly hall) a printing office, Manual Training Department, a gymnasium for boys, a gymnasium for girls, lavatories, etc. In the southern portion there are to be dormitories and other accommodation for pupils in the Kindergarten and primary divisions. The present buildings will be utilized for residence purposes, and will make it possible to provide library, reading room and sitting room accommodation, which is at present urgently required.

Faith Based on Reasons.

The forward movement of this school involves heavy responsibilities and persistent effort, but the work of erecting and equipping the new school building has been undertaken with strong faith that it will be carried successfully through. This faith is based on the following reasons:

First—More pupils are applying for admission.

Second—The school should be ready to receive all eligible blind persons who may apply.

Third—More accommodation is urgently required for those now in attendance.

Fourth—More accommodation is required for the development and equipment of the several departments of the school.

Fifth—The public recognize that the school is doing a practica work for the Blind deserving of support.

Sixth—The people of the Maritime Provinces and Newfoundland are public spirited and are always willing to liberally assist any institution in which they have confidence, and in the development and progress of which they are interested.

Ways and Means.

Immediately after the legislature of Nova Scotia had made the liberal appropriation of $20,000 towards the new school building active measures were taken to secure subscriptions and contributions in all parts of the Maritime Provinces. A Pamphlet dealing with the matter was prepared and widely circulated. Schools, Sunday Schools, and other organizations were asked to assist through Brick Buyers or collecting cards. Many benevolent persons obtained subscription books and were active in soliciting contributions So far as time would permit a personal canvass was made in Halifax, and twenty four public meetings were held in the eastern and western portions of Nova Scotia. The result of these efforts to date is a subscription of $12,057.65, upon which $5,222.28 has already been paid in. This amount is likely to be substantially increased by the subscriptions of those who have signified their intention to contribute, by the receipts from the hundreds of brick buyers scattered throughout the country, and by the efforts of the ladies and gentlemen who still hold their subscription books and are doing their best to fill them.

Acknowledgments.

I desire to express my deep sense of obligation to the many friends of the Blind for all that they have done and are doing for this school, and for the welfare of those deprived of sight. During the year just closed I have been more than ever impressed with the breadth and depth of the interest that is taken in this Institution. My personal solicitations for aid in erecting our new building have been cordially received and liberally met. In the many large and enthusiastic public meetings which I have addressed a deep interest in the welfare of the school has been evinced, and generous contributions have been made towards our building fund. Ladies and gentlemen, boys and girls, Schools, Sunday Schools, and other organizations in all parts of the country have co-operated by raising money through Brick Buyers, Collecting Cards or Subscription Books. My special thanks are due to the gentlemen who so ably carried out the arrangements for our concerts and public meetings, and to the Ladies and Gentlemen who so kindly opened their hospitable homes and entertained the pupils in the several localities where such meetings were held.

Conclusion.

In conclusion, gentlemen, accept my thanks for the encouragement you have given to me in the carrying on of this work, and let me say your deep interest in the school, your willingness to consider and solve its problems, and your strong support of my administration, have made it possible to inaugurate the great forward movement now in progress.

All of which is respectfully submitted.

C. F. FRASER,
Superintendent.

(III.)

VICTORIA SCHOOL OF ART AND DESIGN, HALIFAX.

(INCORPORATED 1888.)

DIRECTORS:

Ex-officio—THE SUPERINTENDENT OF EDUCATION.
THE MAYOR OF HALIFAX.

MRS. J. MORROW,
MISS E. RITCHIE,
MR. J. E. ROY,
DR. J. G. MACGREGOR., F. R. S.,
MR. J. C. MACKINTOSH,
MR. GEO. HARVEY,
MRS. DAVYS,
MRS. CHAS. ARCHIBALD,
MR. J. DEMPSTER,
COL. F. H. OXLEY,
MR. D. KEITH,
HON. SENATOR POWER,
MR. A. MCKAY.

Auditor:

J. C. MACKINTOSH.

President .....
Vice-President .....HON. SENATOR POWER,
Treasurer .....COL. F. H. OXLEY,
Secretary .....A. MCKAY.
Assistant Secretary .....MISS M. E. GRAHAM.

TEACHING STAFF, 1901-1902:

Principal.

H. M. ROSENBERG.

Assistant Teachers.

Mechanical Drawing.....H. E. GATES, *pro tem.*
Architectural Drawing.....H. E. GATES, Architect.

Saturday Class.

MISS M. E. GRAHAM.

REPORT OF THE SECRETARY FOR 1901-1902.

To A. H. MacKay, Ll.D., F.R.S.C.,
Superintendent of Education, Province of Nova Scotia.

Sir,—I have the honor to submit herewith the report of the Treasurer and of the Head Master of the Victoria School of Art and Design.

As usual six free scholarships were awarded at the beginning of the year, viz.: two to Academies, two to High Schools and two to Common Schools.

Over fifty students were admitted free to the classes in Mechanical and Architectural Drawing.

Young boys and girls who seem to have special talent for drawing, if unable to pay are admitted free for the period of one year, and those doing the best work are admitted free for two years.

The Directors have entered into negotiations for the purchase of a building affording better accommodation than any hitherto occupied. It will be ready for occupancy next year.

Respectfully submitted,

A. McKAY,
Secretary.

The Victoria School of Art and Design in account with the Treasurer.

Dr.

To amount of expenses for year ending July 31, 1902:—		
Paid salaries	1600 04	
" Models and supplies	75 28	
" Rent and taxes	200 00	
" Fuel and light	67 72	
" Advertising and printing	33 21	
" Fire insurance	16 50	
" Salary of janitor	77 65	
" Fees Woman's Council	2 00	
		2072 40
Bal. overdrawn on current accts. Aug. 1, 1901		1824 01
Amount of Investments:—		
Halifax City Consols	4950 00	
Deposit receipts	9600 00	
Balance Bank N. S	331 80	
		14881 80
		$18778 21

Cr.		
By balance Credit Endowment Fund		7827 40
By balance Credit Building Fund		8000 00
Current Accounts:—		
Received Scholarship Fees	441 35	
" Govt. grant.....	800 00	
" City grant 2 years.....	1000 00	
" Interest from investments	709 46	
		2950 81
		$ 18778 21

HALIFAX, July 31, 1902.

FRED. H. OXLEY,
Hon. Treasurer.

Examined and found correct.
J. C. MACKINTOSH.

HEAD MASTER'S REPORT.

To the Directors of the Victoria School of Art and Design:—

The classes in the various departments of the school have fully kept up to the average set by former years, with the exception of the china class, a competent teacher not being available for the year 1901-2. The work done has been as satisfactory as the attendance, and I have only to regret the departure of several of my best students through illness, marriage or other causes, over which I had no control.

The loss by death of Mr. Larkin, our mechanical instructor, was a serious blow, as he was a man as thorough as he was competent in his department, and as his class was usually a large one, I offer for your serious consideration the suggestion that a new instructor be installed immediately.

The classes were divided as follows:—

Day and evening classes, which included drawing from cast, objects and life, also painting from models and still life.....	74
Mechanical class	38
Architectural	7
Total.....	109

Respectfully submitted,

H. M. ROSENBERG,
Principal.

Halifax, Jan. 16th, 1903.

(IV).

HALIFAX MEDICAL COLLEGE.

For year ending April 30th, 1902.

M. A. CURRY, M. D. ..... *President.*
L. M. SILVER, M B. ..... *Registrar.*
C. DICKEY MURRAY, M. B ..... *Secretary.*

No. of regular Professors, 15; Lecturers and Demonstrators, 13.

No. of Undergraduates: First Year, 16; Second Year, 25; Third Year, 22; Fourth Year, 22; General Students, 2; Total Students, 87; 80 males, 7 females.

Total number of Graduates, M. D. C. M., including those who have taken diplomas from Dalhousie University, 153.

The Thirty-fifth Session opens September, 1903, and will continue for the eight months following.

The College building is admirably suited for the purpose of medical teaching, and is in close proximity to the Victoria General Hospital, the City Alms House, and Dalhousie College.

A large wing has been added to the college, supplying Histological and Bacteriological Laboratories, etc., which have been furnished with microscopes and other apparatus necessary for practical work.

The recent enlargement and improvements at the Victoria General Hospital have increased the clinical facilities, which are now unsurpassed, every student having ample opportunities for practical work.

The course extends over 4 years and has been carefully graded, so that the student's time is not wasted.

The following will be the curriculum for M. D., C. M. degrees:

MATRICULATION.—The preliminary examination prescribed by the N. S. Medical Act, or a recognized equivalent.

1st Year.—Inorganic Chemistry with Laboratory work, Anatomy, Practical Anatomy, Histology, Botany and Zoology.

(Pass Primary M. D., C. M. Examination, Sect. A, in Inorganic Chemistry, Histology, Junior Anatomy, Botany and Zoology).

2nd Year.—Organic and Medical Chemistry with Laboratory work, Anatomy, Practical Anatomy, Materia Medica, Physiology, Practical Chemistry, and Practical Materia Medica.

(Pass Primary M. D., C. M. Examination, Sect. B., in Anatomy, Physiology, and Chemistry).

3rd Year.—Surgery, Medicine, Obstetrics, Medical Jurisprudence, Practical Pathology, Hygiene, Clinical Surgery, Clinical Medicine, Pathology, Bacteriology, Practical Surgery, Practical Medicine, Practical Obstetrics, Therapeutics, Dispensary and Hospital.

(Pass Final M. D., C. M. Examination, Sect A., in Medical Jurisprudence and Hygiene, Pathology and Bacteriology, Materia Medica and Therapeutics).

4th Year.—Surgery, Medicine, Operative Obstetrics, Gynaecology and Diseases of Children, Opthalmology, Otology, Clinical Medicine, Clinical Surgery, Operative Surgery, Practical Obstetrics, Hospital, and Vaccination.

(Pass Final M. D., C. M. Examination in Surgery, Clinical Surgery, Medicine, Clinical Medicine, Obstetrics, and Diseases of Women and Children).

(V.)

VICTORIA GENERAL HOSPITAL,

HALIFAX, N. S.

The Training School for Nurses was established eleven years ago.

The term is two years, plus two months' probation.

Applicants must be twenty, and not over thirty-five, years of age.

The course of instruction includes a training in the principles and practice of nursing. Physiology, Anatomy and Hygiene are studied from text-books. Our classes are conducted by the Superintendent of Nurses.

The following text-books are used:—

Practice and Principles of Nursing.....*Stoney.*
Anatomy and Physiology .....*Kimber.*
Obstetrics .....*Dr. Fullerton.*
Materia Medica .....*Stoney.*
Collateral Reading.....
The Care of the Sick ....*Pillorth.*
Nursing .....*Compton.*
Care of the Insane .....*Granger.*
Text-Book on Nursing.....*Wise.*

Lectures and demonstrations on practical points are given by the Attending Physicians and Surgeons and House Staff.

Lectures on doses and the administration of drugs are given by the Pharmacist.

Lectures in cooking and serving food are given by the Housekeeper.

Nurses in training, about twenty; besides which there are about ten graduate nurses on the staff.

Nurses who graduated during the year:

Miss Elvira Harvey.....Kings Co.
" Jessie Mitchell.....Ship Harbour, Hx. Co.
" Margaret Clarke .....Newcastle, N. B.
" Isabel Williams .....Dartmouth.
" Susan Curry.....Pictou.
" Mary McKeil .....Halifax.
" Emma Morton.....Kings Co.

Yours truly,

W. W. KENNEY, *Supt.*

TO A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

(VI.)

NOVA SCOTIA HOSPITAL,

HALIFAX, N. S.

TRAINING SCHOOL FOR NURSES, NOVA SCOTIA HOSPITAL.

W. H. HATTIE, M. D., Medical Superintendent.
MISS H. SAMPSON, Superintendent of Nurses.

		M.	F.	T.
Number of pupils now in training—	Seniors	1	3	4
	Juniors	8	0	8.

GRADUATES, 1902.

SOPHIA BISSETT, ANNETTA G. GERARD (1),
ALFRED BOWES, ALFRED HILTZ,
MAGGIE C. DUNBRACK (2), MARGARET MCDONALD,
ELIZA M. SHAW.

(1) Awarded DeWolf Medal.
(2) Awarded Staff Prize.

Detailed information is contained in the annual reports of the hospital, which can be obtained on application to the Medical Superintendent.

W. H. HATTIE.
Medical Superintendent

(VII.)

ABERDEEN HOSPITAL,

NEW GLASGOW, N. S.

The Training School was established with the opening of the Hospital, 1897.

The course of instruction then covered two years. During the first year there were so many calls for nurses to visit the poor in their own homes, for cases the hospital could not admit and also from physicians for private cases, that it was decided to add two nurses to the staff in order to form the nucleus of a district and private nursing department. The course was then extended to three years. There are now eight pupil nurses and a head nurse on the staff, and such is the demand that after the needs of the hospital were attended to, during the past year we were not able to cover the outside work.

We hope in the near future to enlarge our quarters and have sufficient nurses to meet all demands. There were 397 visits made in the district and twenty weeks of private nursing.

Lectures and demonstrations are given weekly by members of the medical staff and the Superintendent.

The lectures of the Junior Year comprise:—

Nursing Ethics	3
Anatomy	8
Physiology	6
Medical Nursing	5
Materia Medica	4
Surgical Nursing	6

INTERMEDIATE YEAR.

Obstetrics	6
Surgical Nursing	8
Medical "	7
Contagious Diseases	6
Materia Medica	4

SENIOR YEAR.

Children's Diseases	6
Eye, Ear, Nose and Throat	6
Obstetrics	4
Mental and Nervous Diseases	4
Diseases of the Skin	2
Urinary Analysis	2

TEXT BOOKS—JUNIOR YEAR.

Principles and Practice of Nursing. .....*Stoney.*
Anatomy and Physiology.....*Kimber.*

INTERMEDIATE YEAR AND SENIOR.

Principles and Practice of Nursing.....*Hampton.*
Obstetrics .....*Fullerton.*
Materia Medica.....*Dock.*

GRADUATES OF 1902.

Miss Martha Kirkpatrick.....Shubenacadie.
Miss T. R. Gilchrist.....Poplar Hill, Pictou Co.

(VIII.)

SCHOOL OF HORTICULTURE.

WOLFVILLE, NOVA SCOTIA, Dec. 31, 1902.

To A. H. MACKAY, ESQ., LL. D.,
Superintendent of Education.

SIR,—I have the honor to submit the following report of the Nova Scotia School of Horticulture for the year 1901-1902.

The attendance has been about as usual, numbering sixty. Of this number, one was from Prince Edward Island, six from New Brunswick, and the balance from Nova Scotia.

The course of study has remained the same in all essentials, only such minor changes being made as it was thought would make the course more efficient.

Our apparatus has been added to by the purchase of a magic lantern, one of the new hydro-carbon lanterns manufactured by Williams, Brown & Earle, and using kerosene under pressure for generating the light. Of course the particular value of this form of lantern is the ease with which the material for the light may be secured. We have found the lantern very successful indeed, and are using it with increased satisfaction as we add to our collection of lantern slides. These latter we are buying so far as our means allow, and we can secure what we want, but I am also making a large number from negatives which I have, illustrating horticultural subjects. The purchase of a large, 5 x 7, Poco camera has assisted materially in this work, and added to a smaller (4 x 5) Long Focus Premo camera, which belongs to the writer, gives us a fair equipment for making lantern slides. I believe that as our list of slides is increased this will prove one of the most valuable aids for instruction both in class-work and at institute meetings.

Our facilities for experimental work have been generously increased by the lease of about an acre and a half of additional orchard land adjoining that already held by the School. This land was already set to apple trees, which have been out about ten years, but we have inter-planted with other and new sorts so that we now have forty-seven varieties of apples, twenty-six varieties of pears, forty-two varieties of plums, twelve of peaches, eight of cherries, five of apricots, three of nectarines, and six varieties of Japanese chestnuts. Quite a number of these were imported from an English nursery, since we felt that their varieties were more likely to succeed here, and if they were successful in our Nova Scotia orchards, the fruit, when shipped back to the English markets,

would be more likely to be favorably received than if it were new and strange varieties from other countries. The coming spring we expect to make another importation from England besides getting new and promising varieties of fruits from other sources.

The increase in our orchard land has made it possible for us to greatly extend all of our lines of experimentation, and particularly our work with different cover-crops. The past season the orchard was divided into thirteen plots, which were sown with different cover crops and combinations, as follows:

Plot.	Kind of Cover Crop.	Amt. per acre.
No. 1.	—Mammoth Red Clover	20 lbs.
" 2.	—Crimson "	15 "
" 3.	—Tares or Vetches	1½ bu.
" 4	—Field Peas	1½ bu.
" 5.	—Field Peas	1 bu.
" "	—Crimson Clover	6 lbs.
" 6.	—Tares	1 bu.
" "	—Mammoth Red Clover	6 lbs.
" 7.	—Crimson Clover	10 lbs.
" 8.	— " "	20 lbs.
" 9.	—Mammoth Red Clover	10 lbs.
" "	—Alsike Clover	10 lbs
" "	—Turnips	2½ oz.
" 10.	—Crimson Clover	6 lbs.
" "	—Alfalfa	6 lbs.
" "	—Alsike Clover	3 lbs.
" 11.	—Alfalfa	20 lbs.
" 12.	—Cow Peas	1½ bu.
" 13.	—Buckwheat	1½ bu.

I believe that the question of the most satisfactory cover-crops for our orchards is one of prime importance, and we shall hope soon to have some valuable data regarding it. From our present experience I would recommend the use of crimson clover where the ground is in good condition and tares when it is not so well prepared

Some of our other lines of experimentation include work on the apple canker; on spraying early for black spot of apples, and spraying during full bloom; on the effect of fertilizing fruit trees with muriate of potash to induce early bearing; on the relative effect of June and April pruning in bringing trees into bearing; on the best way of preparing Bordeaux mixture, and on the desirability of cutting back fruit trees at the time of setting.

We have also added quite largely to our plantings of ornamental trees and shrubs about the grounds. At present we have over one hundred and fifteen different varieties and species of such plants growing.

The work of establishing the model orchards which were authorized by the Government in 1901, and the planting of which was entrusted to the Secretary for Agriculture and the writer, has been pushed forward as rapidly as possible. Twelve orchards were set the past spring in as many counties and their success has been most gratifying. Out of 1049 apple trees set in the twelve orchards only 4 are reported as having died, and other fruits have done equally well. I believe that these model orchards are destined to do a splendid work in encouraging the planting of orchards and in introducing better methods of culture.

Farmers' Institute meetings have been attended so far as other duties would admit, and I feel that this offers one of the best fields for work in Agricultural Education. During the year I have visited almost every county in the Province on this work and in connection with the model orchards, and it seems to me that the need is great for more work in this line.

For further details relative to the experimental work of the school see my report to the Secretary for Agriculture.

I have the honor to be, Sir,

Your obedient servant,

F. C. SEARS,

Director.

APPENDIX G.

EDUCATIONAL INSTITUTES.

(I.)

SUMMER SCHOOL OF SCIENCE FOR THE ATLANTIC PROVINCES OF CANADA.

SESSION 1902.

To A. H. MacKay, Esq., Ll. D.,
Superintendent of Education.

Sir,—I have the honor to submit, for your consideration, the following report of the sixteenth session of the Summer School of Science for the Atlantic Provinces of Canada, held at St. Stephen, N. B., July 22nd to August 8th, 1902.

The enrolment this year was as follows:—

From New Brunswick	171
" Nova Scotia	29
" Prince Edward Island	7
" Ontario	2
" Quebec	1
" United States of America	49
Total	259

The session of the school was characterized by the enthusiasm with which the students entered upon and prosecuted their studies. Much prominence was given to *field* and *laboratory work.* The presence and assistance of Dr. Fletcher, Entomologist and Botanist at the Dominion Experimental Farm, Ottawa, aided very materially in the field work.

The division of work for each day was as follows:—From 9 o'clock a. m. to 1 o'clock p. m. was devoted to the work in the class-room; the afternoons to field and laboratory work, and the evenings to public lectures. This division of the work has been found to be very satisfactory.

Great prominence was given by all the instructors to the methods to be employed in teaching the subject under consideration. In this way the teachers who attended the session received much practical help in this work.

Much interest was manifested in the work of the school by the citizens of St. Stephen, and also by those of the neighboring city, Calais, Maine, citizens of both places enrolling as members, and in other ways contributing to the success of the school.

The session of 1902 ranks among the most successful of the school.

The next session of the school will be held at Chatham, N. B., July 21st to August 7th, 1903.

Appended find a list of the officers for the ensuing year, and also the financial statement.

I have the honor to be, sir,
Your obedient servant,

J. D. SEAMAN,

Secretary Summer School of Science.

Charlottetown, P. E. I., Nov. 1, 1902.

OFFICERS:

President.

Prof. L. W. Bailey, LL.D., University of N. B., Fredericton, N. B.

Vice-Presidents.

B. McKittrick, B. A., County Academy, Lunenburg, N. S.

Philip Cox, PH. D., High School, Chatham, N. B.

Secretary-Treasurer.

J. D. Seaman, Esq., Prince Street School, Charlottetown, P. E. I.

Local Secretary.

J. W. Baxter. M. D, Chatham, N. B.

Board of Directors.

The President, the Secretary-Treasurer, W. R. Campbell, M. A.; S. A. Starratt, Esq.; J. B Hall, PH. D., J. Vroom, Esq.

FINANCIAL STATEMENT.

RECEIPTS.

Balance from 1901	35 74
Grant from Govt. of Nova Scotia	100 00
" " New Brunswick	200 00
" town of St. Stephen	100 00
" " Calais, Maine	50 00
Registration fees	310 50
Proceeds of entertainment	16 63
Advertisements in Calendar	102 50
Sundries	12 00
	$927 37

EXPENDITURE.

Printing, advertising and stationery	162 35	
Calendars	62 39	
Postage, freight and expressage	43 17	
Class expenses	33 26	
Instructors and officers	398 70	
Rents and expenses of lectures	136 95	
Sundries	64 91	
Balance	25 64	
		$927 37

(II.)

TEACHERS' INSTITUTES.

Division No. 6—Antigonish and Guysboro.

Executive—A. G. Macdonald, M. A., President; S. C. Dukeshire, B. A., Secretary-Treasurer.

Committee—J. P. Connolly, B. A.; C. F. McKinnon, B. A.; Maggie B. McDougall, B A.; Miss Jean Chisholm; Miss Mary Angela O'Brien.

Programme, College Hall, Thursday, 19th December, 1901.

9 to 12 a. m—Enrolment of Members; Formal Opening of Institute, by Inspector Macdonald; English Reading in French Schools W. J. Rogers, Pomquet School; Metric System, J. P. Connolly, B A., St. Francis Xavier's College.

1.30 to 4.30 p. m—Music in the Schools, Miss Helen Smith, Pirate Harbor School; Nature study for Country Schools, Prof. Lee Russell, Normal School; First Lessons in Botany, T. R. Richards, Principal Canso School.

7.30 to 10.30 p. m.—Public Educational Meeting, the Mayor presiding. To be addressed by Dr. MacKay, Superintendent of Education; Doctors Thompson and Macdonald, of St. Francis Xavier's College, and others. Music, vocal and instrumental, will be a feature of the occasion.

College Hall, Friday, 20th December, 1901.

9 to 12 a. m.—Organization Completed; Primary Work in Numbers, Clara E. Dechman, Sherbrooke Schools; On Specific Gravity, its determination, D. F. McLeod, Principal Guysboro Academy.

1.30 to 4.30 p.m.—Geography in the Common Schools, Dr. Hall, Normal School; Teachers' Salaries, Alfred W. Fraser, Principal Sherbrooke Schools; Mathematical Drawing in the Common Schools, George Macdonald, St. Francis Xavier's College.

The second meeting of the Teachers' Institute for Division No. 6—Counties of Antigonish and Guysboro—was held, as per programme sent in advance to the teachers of the division, on the 19th and 20th December, 1901, in College Hall, Antigonish.

The total number of teachers attending the convention was 112. Inspector Macdonald, in taking the chair, warmly welcomed the

large number of teachers who had attended, and congratulated them on the zeal which they had shown in facing the difficulties of travelling, peculiar to the district and to the season of the year. He outlined at length the aims of the Institute, and exhorted each and all to endeavor to gain from the proceedings greater power and a higher inspiration in doing their noble work in the school room.

He then introduced Mr. William J. Rogers, who, from long experience, was well qualified to speak on the first subject of the programme: English Reading in Acadian Schools.

Mr. Rogers, himself an Acadian, knowing both languages well, dealt at considerable length with the peculiar difficulties experienced by French-speaking children, when first they begin to read English. Among many practical suggestions made by him, he recommended a careful daily drill on the more difficult English sounds, and lists of syllables and words involving these sounds. The teacher, particularly if he does not know the French language, can, with advantage, make use of the best readers in school in teaching beginners; and should, in giving a new lesson, read it by phrases, getting the class to read, simultaneously, the phrases after him. In this way children can be got to read in a more natural tone and with better expression. The paper evoked a lengthy discussion on the general subject of reading in which Messrs. D. P. Floyd, T. R. Richards, J. P. Connolly, C. F. McKinnon and Miss Johnson, of Guysboro Academy, took a prominent part. At the conclusion of the discussion it was moved by D. P. Floyd and seconded by C. F. McKinnon and carried, that reading be included in the list of subjects necessary to obtain a teacher's license.

J P. Connolly, B. A., of the Antigonish Academic staff, read an excellent paper on the Metric System of Weights and measures; and gave an interesting historical sketch of their origin and of that of the English units, which came to us from the remote past for the confusion of children and the retardation of commerce.

A discussion of the paper ended in a resolution being carried suggesting that the C. P. I. take steps to make metric weights and measures a necessary part of the equipment of every school room. The desire of the Institute to have the Metric System introduced into the Dominion of Canada, by the Dominion Parliament, was embodied in a resolution which passed unanimously.

The afternoon session was opened by Mr. Dukeshire, Principal of Main Street School, Antigonish, who read a paper prepared by Alfred W. Fraser, Esq., Principal of Sherbrooke Schools, on "Teachers' Salaries." The writer made a strong case in favor of legislation which would fix *minima* salaries for the different classes of teachers; and, also, in favor of a classification of school sections along lines similar to those on which academies are established. He

also urged that Normal School Training be made a prerequisite to the licensing of teachers.

The discussion of this paper was postponed till the following day when the Superintendent of Education would be present.

At this stage of the proceedings the Institute was honored by the presence of Dr. A. H. MacKay, Superintendent of Education, Dr. Hall, and Prof. Russell, of the Normal School, and Supervisor Kidner, of the Manual Training Schools of Nova Scotia, who had just arrived by the express train from the West.

Miss Helen Smith, of Pirate Harbor School, then read a paper on "Music in the School," which was very well received. It dealt minutely with the methods to be followed—first, when the teacher could sing and knew the Tonic-sol-fa system; second, when the teacher possessed but one of these accomplishments; and third, when the teacher possessed neither. In the last case the teacher must accomplish his or her purpose by having recourse to the musical portion of the school and to outside help A discussion followed in which Dr. MacKay, Prof. Russell, the chairman and others took part.

The paper and the views and suggestions it elicited could not but be extremely helpful to the large body of teachers present.

Prof. Lee Russell followed on the topic "Nature Study in Rural Schools." He outlined a course of nature lessons that was easily within the reach of any enterprising teacher, even though engaged in the humblest school. He showed that every locality and every season furnished ample material for lessons of the most profitable character; that the chief object to be attained—the power of accurate observation in children—could be abundantly secured by carefully watching and studying the action of sunshine, rains, frosts and running brooks, and by studying and comparing the various flowers, plants, leaves, trees and rocks, which were to be found in such profusion around every school house in the country. Dr. MacKay spoke at considerable length on this subject and succeeded in imparting, in a large measure, his own enthusiasm to his hearers. It being then 5 p. m. the meeting adjourned till the evening.

The programme for the evening was as follows:—

PART I.

OPENING REMARKS—Mayor Cunningham, Chairman.
CHORUS—"His Majesty the King," ..... *Quentin*
ADDRESS—A. H. MacKay, LL. D., Supt. of Education.
SOLO—"The Fairy Queen,"..... *Sloman*
Mrs. Cameron.
ADDRESS—Hon. A MacGillivray.
READING—"The First Settler's Story," ..... *Carleton*
Miss M. Angela O'Brien.
READING IN OUR SCHOOLS—A. Thompson, D. D, President St. F. X. College.
SOLO (selected)—Mrs. MacGillivray.

PART II.

INSTRUMENTAL DUET (Piano and Violin)—Miss M. J. McIsaac, Mr. D. C. McDonald.
THE PLACE OF THE IMAGINATION IN A COURSE OF STUDIES—Very Rev. A. MacDonald, D. D., V. G.
SOLO (selected)—Miss S. O'Brien.
READING—"The Painter of Seville," ..... *Wilson*
Miss Margaret F. Macdougall.
SOLO (selected)—Mr. Gregory.
CHORUS—"Row Boatmen, Row," ..... *Warner*
ACCOMPANISTS.
Miss Florence Chisholm, Miss M. J. McIsaac.

GOD SAVE THE KING.

The public educational meeting in the evening was, in every respect, a grand success. The audience was one of the largest ever seen in the hall. It was presided over by Mayor Cunningham, who, in a few well-chosen words introduced Dr. MacKay to the audience. The Superintendent of Education spoke at considerable length with earnestness and effect, on our school system and curriculum. He showed that those countries which like our province, open their educational gate as widely to the children of the poor man as to the children of the wealthy, find their reward in material and moral progress, stable government and equitable laws; and, that when talent, hard work and good habits lead up to success in one grade of society as well as in another, envy of the rich, on the one hand, or disdain of the poor, on the other, must, inevitably, in the long run, disappear. He emphasized the great need in our age of invention of turning, at times, from books to things, and of securing for the hand, the eye and the judgment, such training as can be obtained by our young people in schools of manual training.

Hon. Mr. McGillivray spoke of the difficulties that had to be encountered in establishing and developing a free school system, and of the great progress that has been made.

Rev. Dr. Thompson gave a very excellent and helpful talk on "Reading in the Schools." He showed that to secure good enunciation, schools should make frequent and intelligent use of the dictionary, and to acquire good expression great pains should be taken by the teacher to help the pupils in getting a clear and full understanding of what they read.

Rev. Dr. Alexander Macdonald read a paper entitled, "The place of the imagination in a Course of Studies."

As a literary production and a masterly and clear exposition of the subject, all those who had the pleasure of listening to the

learned doctor concur in the one view that they never heard a difficult subject more fully or more ably treated. As any synopsis of it that could be given here would obviously be very unsatisfactory, the hope is entertained that it may, at no distant day, be published in one of our educational periodicals.

The musical part of the entertainment was in every way a success; as were all the readings given by the Misses O'Brien and Macdougall. Mrs. Dr. Cameron's "Fairy Queen," deserves special mention, in that it was an exhibition of flexibility and sweetness of voice, seldom, if ever, equalled here before.

The exercises of the second day were begun by Miss Clara Dechman, of Sherbrooke schools, who gave an illustrative lesson on "Primary work in numbers." Successful herself as a primary teacher, she endeavored, with a large measure of success, to unfold her plan of teaching numbers to young children. Her efforts were much applauded and appreciated. She was followed by Principal Richards, of Canso schools, with a paper on "First lessons in Botany." He outlined a short course in botany, insisting strongly that the pupils themselves do the work, take notes and make the drawings. The paper was very helpful, and was highly commended by Dr. MacKay.

D. F. McLeod, Principal of Guysboro Academy, showed how experiments in Physics can be performed at small cost. He exhibited a balance his pupils had made, even to the weights, the total cost of which did not exceed fifteen cents. He then showed how with this balance the specific gravity of various solids and liquids could easily be found.

At this stage some time was devoted to answering questions placed in the "Question Box," on various subjects, such as discipline, school management and the school law.

In the afternoon Supervisor Kidner of the Manual Training Schools spoke at considerable length. He gave a historical synopsis of Manual Training, the rapidity of its adoption in England, the United States and other countries and its specific beneficial results. As the expense of introducing it into our Common Schools made an inexpensive substitute desirable, he showed how, with cardboard, and a graded system of measuring, marking and cutting it, educational results could be obtained almost, if not entirely, equal in value to those obtained from the more expensive system.

Dr. MacKay and others spoke approvingly of Mr. Kidner's efforts in disseminating sound and progressive views on this very important adjunct to our school curriculum, and expressed the hope that teachers would not any longer delay introducing simple cardboard work into their schools.

Dr. Hall, of the Normal School, followed in a lengthy, and a most entertaining and instructive address on one of his favorite subjects: Geography in the Common Schools.

His suggestions on the use and abuse of maps, on map-drawing, on the relations between climate and vegetable growth, between climate and commerce, and on the use that a teacher should make of the natural features of the school ground, school section, parish, etc., made a strong impression on the teachers present, and awakened an enthusiasm among them that will, undoubtedly, result in much benefit to their schools.

The deferred discussion on Mr. Alfred W. Fraser's paper then took place. It was very spirited, and was taken part in by several of the more prominent teachers present, among others by Professors Allan Macdonald, J. P. Connolly and C. F. McKinnon, and Miss M. F. Macdougall of the Antigonish schools.

The discussion resulted in the following resolutions being proposed and carried:

1st. That the Government be respectfully requested to fix minimum salaries for the different classes of teachers employed in Miscellaneous Schools.

2nd. That all sections employing but one teacher should be classified on the basis of property valuation into three classes, and should be obliged, according to their class, to pay no less than the prescribed fixed minimum.

3rd. That Normal School training be made a prerequisite in granting licenses to teach.

Votes of thanks to the Railway, Steamship and Coach lines carrying teachers at reduced rates, to the Superintendent of Education, Dr. Hall, Prof. Russell, Supervisor Kidner, Dr. Thompson and Dr. Macdonald for the valued assistance given by them to the Institute, and to the ladies and gentlemen who so successfully conducted the entertainment of the previous evening, were proposed, and unanimously and enthusiastically carried.

Inspector Macdonald announced that the time and place of next meeting would be made known later to the Teachers of the Division.

The Institute was then closed by singing the National Anthem.

PICTOU AND SOUTH COLCHESTER.

Division No. 9.

The first meetings of a Teachers' Institute for Inspectorial Division, No. 9, were held in the Convocation Hall of Pictou Academy, on March 25th, 26th and 27th. The new Institute is the result of a meeting called by Inspector Armstrong on December 7th, at which it was decided to organize and an executive committee appointed to prepare a programme for the meetings and make the other necessary arrangements. The provisional executive was composed of Messrs. McLellan, Campbell, Simpson, Fraser, J. W. McLeod, Barteaux and J. T. McLeod. with the Inspector as *ex-officio* chairman, and J. T. McLeod as secretary-treasurer.

The proceedings of the Institute began on the evening of March 25th with a public educational meeting, when cordial addresses of welcome were tendered the visiting teachers by Mayor McDonald, on behalf of the town, and Principal McLellan, representing the schools. After suitable acknowledgments by Inspector Armstrong, the president of the institute; His Worship, the Mayor, introduced Dr MacKay, Superintendent of Education, as the principal speaker of the evening. Dr. MacKay had chosen as a subject, "The Tendency of Public Education Abroad." An interesting subject and an interested audience kept the speaker in his happiest vein and for over an hour he held the unflagging attention of the gathering with an address replete with information, presented by a careful student of the subject. Principal Soloan, of the Normal School, followed with a pithy address on matters of general educational interest. Remarks by the resident clergymen and members of the local school board brought this interesting meeting to a close.

On Wednesday morning the institute was formally opened by Inspector Armstrong and enrolment of members commenced. The number enrolled, 173, is a good evidence of the popularity of the Institute among the teachers of the division.

The first number on the programme for this session was a lesson on calisthenics by Miss Connolly, teacher at Fisher's Grant. The lesson was prefaced by a paper calling attention to the interesting nature and importance of the subject, the present comparative neglect, and appealing for greater enthusiasm on the part of teachers in the future. An admirable lesson on some of the exercises indicated in the paper was then given to a class from Grade VII of the Pictou schools. The paper and lesson were alike in value and elicited favorable comment from the teachers taking part in the discussion that followed.

A paper on English in the common schools with special reference

to Grade V was now read by Miss Cassie McLean, New Glasgow. This paper was a practical outline of the teacher's work and contained many valuable lessons taught by experiences in the schoo room. An interesting discussion followed in which Principals Simpson, Soloan, Campbell, McLellan and McArthur, participated

The Wednesday afternoon session was devoted entirely to the subject of Drawing and what may be regarded as kindred subjects. It opened with a paper by Supervisor McKay of Halifax, on "What we may reasonably expect our Schools to do in Drawing," finely illustrated bv specimens of drawings made in the Halifax schools and in various Massachusetts schools. This was followed by a paper on Drawing by Mr. Matthews of the Macdonald Manual Training School, Truro. This paper was supplemented with specimens of work done in the English Schools, introducing the subject of elementary coloring. Mr. Barteaux, of Truro, next gave a practical lesson on the elements of Mathematical drawing, chiefly on the use of the diagonal scale, protractor and scale of chords. The programme closed with a carefully prepared paper by Mr. Kidner, Director of the Macdonald School, on "Hand work in the Common School." This paper which was unfortunately abbreviated on account of the brief time at his disposal, discussed work in card board along the line of the articles which have already appeared from his pen in the Educational Review.

The general impression of this programme was that it was entirely too long as there was very little opportunity for discussion or inquiries.

Wednesday Evening.

This session had been reserved for the discussion of a subject of special interest, "The High School Problem."

The programme contained only one paper—that on "High School Examinations and the High School Course of Study," by Principal Campbell of Truro. Mr. Campbell prefaced his paper by an explanation of the method of preparation. He had addressed inquiries to various High School teachers inviting opinions on the subject chosen by the executive of the Institute. The replies had been so diverse and contained so much of the personal and local conditions as to be of little value. After a thoughtful consideration of the various phases of subjects he suggested as a possible solution or remedy the abolition of terminal examinations for the D and C grades and a new arrangement made for these grades on the basis of the grade B examination. This conclusion was supported by quotations from our provincial statistics, personal experience and opinions of other educationists Principal McLellan followed Mr. Campbell with a discussion of the High School course with special reference to the study of Classics. Principal Soloan in a lengthy

address compared and contrasted our schools with the schools of France and Germany. Mr. Hemmeon, of Truro, and Mr. Smith, of New Glasgow spoke to the paper, the former in support, and the latter on the negative side.

The hour being late, no resolutions were presented and no action taken on the suggestions made in Principal Campbell's able contribution to a subject that has of late caused so much discussion.

THURSDAY MORNING.

The last session of Institute began at 9 o'clock. Nominations were called for an executive committee for the coming year, and a ballot was taken on the nominees, which resulted in the election of Principals McLellan (Pictou) and Campbell (Truro), C. B. Robinson (Pictou Academy), Miss McLean (New Glasgow), Miss King (Alma), Mr. Barteaux (Truro Academy), and J. T. McLeod (Stellarton).

An interesting lesson on Geography was taught by Miss Dickson, of the Pictou schools, to a class from Grade VII, followed by a lesson on "Some Properties of Matter" by Miss O'Brien, of Truro. Both of these lessons were admirable, the former being illustrated by outline maps exceedingly well prepared, the latter with specimens of simple apparatus within the range of any school. Principal McLellan had prepared a paper on "Teachers' Salaries," which, however, he only presented in outline. His audience was naturally in sympathy with his views and regretted that time would not permit of a fuller presentation to an audience that was made up of those paying the salaries.

The following resolutions were moved by Mr. Hemmeon, of Truro, and seconded by Principal McLellan, of Pictou :—

"*Whereas*, very general dissatisfaction now exists with the High School Course of Study;

Resolved, that this Institute recommend that the Council of Public Instruction provide for a revision of the course of study, and that for this purpose there be associated with the Superintendent of Education an advising committee selected from the High School teachers of the province;

Further, that the D and C High School examinations be required only for the purpose of Teachers' Licenses, and that measures be taken to prevent pupils of immature years from taking these examinations;

Further, that the fee for admission to the different High School examinations be the same for all grades;

Further, that the license of D provisional be issued only on scholarship higher than D."

Quite a lengthy discussion followed the introduction of these resolutions. Acting on the suggestion ot the Superintendent of Education, the motion was withdrawn and an amendment substituted by the same mover and seconder, viz.: that these resolutions be referred to the Provincial Educational Association with the recommendation of the Teachers' Institute of Division No. 9 for their consideration. The amendment carried.

The last paper on the programme was now presented by Rev. Geo. Carson, of Pictou. The subject was "Phonography." This paper outlined the practical uses and educative value of what is commonly called "shorthand," commented on the interest—world-wide—taken in the subject, the recent adoption and sanction of Pitman's System by the Council of Public Instruction, and concluded with an offer of assistance to those contemplating a study of phonography. The Reverend gentleman's paper was heartily endorsed by Superintendent MacKay in a brief address.

The remaining time was spent in passing the usual votes of thanks, the recipients being the good people of Pictou, school officials, academy students, railway authorities, secretary of Institute, and contributors to programme.

The strains of the National Anthem brought to a close a series of meetings which must have the effect of arousing enthusiasm and greater devotion to educational work among the teachers of this important section of the province.

JOHN T. McLEOD,
Secretary Division Institute No. 9.

HANTS AND KINGS.

Division No. 5.

The regular annual meeting of the above Division Institute was held in the Assembly Hall of the Windsor Academy, on May 1st and 2nd, 1902. C. W. Roscoe, President *ex officio*, took the chair at 9.30 a. m. May 1st. Miss A. Forbes was appointed assistant secretary. The first half hour was occupied in enrolling the teachers The pupils of Grade II, Windsor schools, with their teacher, Miss H. M. McCurdy, then marched to the platform and favored the audience with motion songs, which were well rendered and received merited applause. A short address of welcome was then given by the secretary on behalf of the Windsor teachers, which was duly

acknowledged by the president. The latter then opened the session with a short address to the teachers. In reviewing the past he considered that the progress made in his division was very satisfactory, and that the present course of study was well adapted to present needs. There were three days the duties and privileges of which he would like to impress upon all, viz : Arbor, Empire and Coronation days. The watchword for the teachers of this century, as indeed of all time, should be Accuracy and Efficiency.

The first paper on the programme was "The teaching of Canadian History," by L. D. Robinson, Berwick. The speaker, who has had years of experience, would emphasize this subject, as it primarily taught patriotism, and that ultimately led to the desire of being a good citizen. Then the Geography and History of Canada should be taken together, as evidenced in the study of all history. He would divide it into two periods—French and English. The former to be divided into two sub-divisions. Rule by Companies and rule by Kings, the latter also into two, viz.: the period previous to Confederation, and the second subsequent to that date. He would emphasize the daring heroism and tactful rule of the princely Champlain and others on the one side, never forgetting that they were the pioneers, and on the other side the wonderful generalship and indomitable prowess of General Wolfe. This is but the barest outline of a most interesting and instructive address. W. J. Shields of Hantsport opened a discussion on this subject, showing that the study of it should be made interesting. A very small amount should be assigned as a lesson. A period should be studied, the most important dates and events should be given. In fact he would use the story method as the best means of imparting instruction in this subject, the text book being used for reference. The Superintendent of Education spoke briefly, showing how necessary it was for us all to be familiar with Canadian History. He suggested that pupils read Parkman's Histories of the different epochs, which would give them a desire for knowing more about our own country.

The next paper was "Nature Lessons and how to teach them," by F. H. Spinney of Kentville. His plan, which was original, was to select the well-known domestic animals and have the pupils find out all they could by their own observation, and thus by questions much would be learned, which though perhaps of little practical benefit, would at least train the perceptive faculty. This plan would be followed in plants, rocks and fishes. This method was highly approved of by several speakers.

Mr. T. B. Kidner, Sup. of Mechanic Science Schools, then gave a short address showing the kinship existing between the methods used in Manual Training and Nature Studies. The first session closed at 12.30 p. m.

The second session opened at 2 p. m. in Grade III, when a lesson

on the Adjective was taught by Miss E. Brooks, the teacher of that department. The teacher showed her ability in drawing from the children of her class the use of the Adjective in Grammar and Analysis. Another English lesson in Grade VI followed this one. It was taught by Miss Angwin of Hantsport to pupils of Grades V and and VI. The subject was a few lines from the introduction of Evangeline. The teacher was able by drawing and mapping and by questions in history to elicit much from the pupils in Geography and History, and also a study of the most important words. This was a well taught lesson in every sense of the word.

The Institute then adjourned to the Assembly Hall where the pupils of Grade IV, taught by Miss A. A. Dimock, marched in regular order to the raised platform and delighted the audience with a well rendered song.

W. J. Shields, of Hantsport, introduced his subject, "Our Common School System," in a pleasant and forcible manner. He dealt pretty freely with newspaper critics. The cry of cram, which was being sounded by them and their correspondents was dealt with, the cause, after all, being on the part of teachers, who spent much time in needless drill on their particular hobbies. A large latitude was allowed both students and teachers in culling from the Course of Study what subjects they wished. He defended the Superintendent of Education and eulogized him as well as the President for their earnest efforts in promoting education in this district.

P. J. Shaw, Berwick, followed, and spoke particularly of the criticism made that our present schools are inefficient In a concise speech, bristling with good points, he disproved this assumption.

Kelsey Denton, of Shubenacadie, spoke of Examinations, and the prominence given to them. He thought that publications of results led to feverish excitement on the part of pupils. As far as the Course of Study was concerned, whatever faults it had, were largely due to the inexperienced teacher who knew not how to use it properly.

Russell Ellis, Maitland, thought there were errors in the school system which could be readily removed, but that on the whole the system we have was a good one if carried out in the spirit in which it was intended.

The President closed the session with short address..

The public meeting was held in the Opera House. The night being very showery there was not a large audience present. The platform was occupied by the Mayor, Chairman of the School Board, Rev. W. Dobson, The Superintendent of Education, Inspector Roscoe, T. B. Kidner, Sup. of Mechanic Science Schools; Principal Soloan, Normal School; W. R. Campbell, Prin. Truro Academy, and others.

Mayor Black presided, and welcomed the teachers to Windsor in a short address, expressing the pleasure of its meeting here, and the honor conferred on him in being asked to preside. He called on the Superintendent, who spoke at length, congratulating the people of Windsor on their new Academy, which showed their forethought and determination after the terrible fire of '97. He spoke, too, of the efficient condition of the schools. The Course of Study and its would-be critics was then discussed, and he showed pretty clearly that much of the discontent which was alleged as prevailing was due not so much to the C. P. I. as to the Trustees, in whom lay great powers and responsibilities, but who did not keep themselves posted in the regulations. While not saying that the Course was perfect he thought it compared favourably with that of other countries. As to the Examinations, he also showed that they were not necessary but optional, at the same time that he knew of no better test that could be applied. The standard of teachers must be constantly raised in order to keep abreast of the demands of the times. That the C. P. I. were opposed to cramming, and if it were done the teachers were to blame.

The next speaker was T. B. Kidner, who spoke of the benefits of Manual Training in training both hand and brain, so that the former could do exactly what the latter demanded. This was not a "fad," but it was an aid to the development of accuracy, thoughtfulness, promptness and other qualities necessary for every boy to possess. It also paved a way by which a boy "dull at books" might show his latent genius in more practical branches of learning. It did not profess to teach a boy a trade but it helped to make him a better student in other subjects.

W. R. Campbell, Principal of Truro Academy, spoke of the benefits of the kindred subject, "Domestic Science," and that it opened a new door by which girls might become proficient in the common household duties. The same arguments as were made for Mechanic Science for boys, would apply to girls as well.

The last speaker, Principal Soloan, of the Normal School, spoke in a general way on different phases of the educational problem. As a Windsor boy, he felt a pride in Windsor schools, he himself being a product of the same. He emphasized on the part of teachers some of what are called the minor things, such as deportment, good manners, etc He found many young persons who came to be trained as teachers, sadly deficient in these things. He spoke hopefully of the progress of the schools.

After a few closing remarks by the chairman and singing the National Anthem, the meeting adjourned.

The third Session opened Friday, May 2nd, at 9. a. m. A digression or innovation permitted by the Executive then took place—two

ladies, one a teacher Mrs. Prue F. Parker, Centreville, and Mrs. J. A. Smith, Windsor, representing the parents, then were called to the platform. These ladies read papers, the former on "Home Lessons from the Teacher's standpoint," and the latter "Home Lessons from the Parents' standpoint."

The first lady maintained that each lesson should be closely attached to the preceding one. Readers should not be for drill books; if they are, then there should be supplemental reading. There should always be talks on the lesson, before it is assigned. Reference books should be freely used. She regarded the memorizing of text books as nothing less than a crime, but did not object to some memoriter work. The home lessons should be few in number, particularly in the lower grades, but when a lesson is once assigned, it must be learned. No outline could do justice to this well written and well delivered paper. The second lady representing the parent maintained that there should be the fullest sympathy between teacher and parent. All lessons should be prepared largely with the aid of the teacher. Ample time should be given pupils for reading, sewing, and in this connection the writer thought that Domestic Science would be an excellent thing for girls. She also held that the teacher took the place of the parent in school hours, and that the parent must never stand between teacher and pupil. Much is expected of the teacher but the parent must aid in all things. She spoke of the changing of teachers as being ruinous in most cases. The teacher should be always spoken of in a courteous manner. Both papers were well received, and instead of being conflicting were complementary.

The pupils of Grade III, taught by Miss Brooks then favored the Institute with some songs, illustrating what can be done with the tonic-sol-fa system.

R. W. Ford, Wolfville, read a paper on his method of teaching Geometry. His motto was slow and sure, and drink deep at the Pierian spring. The first lesson would be Prop I, asking the pupils to find out all they could about what was on the page. Each pupil must provide himself with string and chalk attached. Several days would be spent in obtaining a knowledge of the definitions, postulates, axioms, etc., as found in this proposition. He also showed how he would proceed with the three following ones. Inspector Roscoe complimented the writer on being one of the most successful teachers of Geometry in his division. Some time was spent in discussing the merits of the three papers. The prevailing opinion with regard to home lessons was that pupils should have a good knowledge of a few things and a general knowledge of many.

The Institute was then favored with an illustrative lesson on card-board work for the smaller schools. This could be carried on even in country districts when the means and appliances were not

at hand to have wood work. Many questions were asked and illustrations given, and many teachers learned what they could accomplish even with card-board, scissors and mucilage.

After this excellent lesson the session adjourned at 12.30 p. m.

The closing session opened at 2.15 p. m. Miss Burgoyne, an enthusiastic teacher of the Windsor schools then delighted the audience with several songs, given with much precision and good effect by her pupils of Grade VII.

The first half hour was taken up with matters of business.

Upon the invitation of Miss Jennie Ross of Kentville Academy, the Institute meets in Kentville in 1903. This was most heartily agreed to. The following officers were elected: C. W. Roscoe, President (ex-officio), Prin. of Kentville Academy, Vice do.; J. A Smith, Sec.-Treas. The other members who with the above constitute the Executive are: Miss T. Farrell, Kentville; P. J. Shaw Berwick; R. W. Ford, Wolfville; W. J. Shields, Hantsport.

Votes of thanks were extended to the Railways for reduced fares and to the Windsor staff for arranging for the comfort of teachers. decorating the hall with flowers, etc.

Miss Bertha Turner of the Domestic Science School then read a well prepared paper setting forth the principles and benefits of this important branch of our school system.

Rev. H. T. DeWolfe, Principal Acadia Seminary, was then introduced as a man looking after girls. He spoke briefly as a fellow teacher and took as a text "Pay your debts," which he treated from an educational point of view. He, casually remarked that Acadia Seminary would accommodate as many of the lady teachers as applied.

The Superintendent of Education, then gave a short address, speaking particularly of the Phenological Observations, the great benefits to be derived in noting the phenomena of nature, etc. All the observations made were given to four duly appointed collectors and their reports were tabulated and bound and put among the Archives of the Province for future reference. Other countries were following us, particularly Denmark and British Columbia. This was only the commencement of what he intended to carry out.

The President then gave a few closing words in which he spoke of the large number of teachers present, the largest in the history of the Institute, there being 125 teachers enrolled. He complimented the large number of teachers from East Hants present, owing to the opening of the Midland Railway. The roll call which

formed an important part of the organization was found necessary, and as a result the sessions were always full. He thanked the Superintendent of Education and Mr. Kidner for their valued assistance, and all who had taken part in preparing papers, etc. After singing the National Anthem, the Institute adjourned to meet at Kentville at a date to be fixed by the Executive.

Respectfully submitted,

J. A. SMITH,

Secretary.

ANNAPOLIS AND DIGBY.

DIVISION No. 4.

The Teachers of Inspectorial Division No. 4, embracing Annapolis and Digby counties, and many from Lunenburg and Yarmouth counties, gathered at Annapolis on Wednesday, May 7th. In the evening they were given a grand reception in the Academy of Music by the citizens of the town. Mr. H. D. Ruggles, chairman of the School Board, presided. The programme opened with a song, entitled, " The Land for Me," sung by the Academy pupils. The Chairman then welcomed the visiting teachers in behalf of the citizens. Mr. A. M. King, representing the Board of Trade and Town Council, then addressed those present, extending a greeting to the Institute and making remarks concerning the character of the writing in vogue in our public schools. Addresses were then given by the Rev. Messrs. How, Coffin and Douglas, expressing the gratification of all classes in having the Institute convened at that place.

Inspector Morse, in a brief address, responded gracefully in behalf of the teachers to the cordial welcome they had received on all sides. Prin. A. W. L. Smith, on being called, thanked those who had so willingly helped to make this occasion a success. The Mayor, Rev. Father Hayes, and other prominent gentlemen, were unavoidably absent. The speeches were interspersed with singing by the pupils of the Academy and with both vocal and instrumental music by local talent, which was much appreciated, and helped to make the meeting very enjoyable and profitable.

THURSDAY MORNING.

Inspector Morse called the meeting to order in the Masonic Hall at 9.30 a. m. Enrolment had taken place and about 125 teachers were present during the session. Minutes of previous meeting, held at Digby, were read and approved. The following officers were elected:

Vice-President—Principal A. W. L. Smith.
Secretary-Treasurer—Principal A. H. Armstrong.
Executive Committee—Principals H. B. Hogg, E. Robinson, L. Ruggles and Miss Hamilton.

As representatives of the Press were present no reporters were appointed. Principal I. M. Longley was requested to send a report to the "Educational Review."

Mr. J. Crowe, of Annapolis, opened a discussion on "Text Books in Our Common Schools." He considered the book, "Lessons in English," almost above criticism. He never approved of "Calkin's History," and was pleased to know that it had now been placed in Grade IX work. The small Geography needed revision, especially in the maps. The Royal Readers are not Canadian enough to inculcate patriotism, and lessons are not arranged in order of difficulty. Health readers should be abbreviated, and the Drawing books III and IV not suitable for the Grades for which they are designed. Principal Schaffner thought if books were much changed to teach patriotism the knowledge of pupils would be lessened and their minds narrowed. Principal I. M. Longley thought the teacher should rise above the text book, supply its deficiencies and adapt the work to the pupils.

Principals North and E. H. Cameron were of the opinion that we could not go to excess in patriotism at present, and thought it would have been better to have had more Canadian History and British History in the new text book.

Principal Trask criticised the new history for the common schools and did not consider it an improvement except in length.

Principals Smith and Ruggles considered it best to introduce a resolution at a later stage of the meeting expressing the opinion of the Institute on this matter.

Principal A. W. L. Smith then taught a very interesting lesson on a selection from Milton's "Comus," to his B class. Careful preparation was evinced both by teachers and pupils, the Principal showing that he was both a painstaking and energetic teacher. Principal Ruggles spoke highly of the lesson taught. Meeting adjourned to 1.30 p. m.

THURSDAY AFTERNOON.

At the opening of meeting Mr. Crowe replied to some criticisms on his discussion and introduced the following resolution, which was passed unanimously:

"*Whereas*, the Royal Readers have been in use in the Public

Schools of Nova Scotia for the past 25 years, and are now, in many respects, unsuited to the purpose for which they were intended, notably in the lack of patriotic sentiment and the fragmentary nature of the selections;

Therefore Resolved, that the teachers of Division No. 4, now in Convention beg respectfully to convey to the Council of Public Instruction their dissatisfaction with the prescribed readers and to suggest the desirabililty of a change at as early a date as convenient."

President Morse introduced the following gentlemen, who were present, and invited them to take part in the discussions: Superintendent MacKay, Inspector MacIntosh, Principal McKittrick, Judge Savary and Rev. Mr. Coffin.

Superintendent MacKay stated that it was left to the judgment of the Principal to prescribe History for Grade VI. He did not think it best to prescribe plants and animals for study, but the Principal and his staff should select local ones. New books should be introduced gradually. The book, entitled, "Lessons in English," was now prescribed and might be put in the hands of the pupils if the teachers thought best.

Dr. Hall of the Normal School was then called on for his paper, entitled "Geography in our Common Schools." After presenting the importance of the study the Doctor then showed how comprehensive it was, and that it must be taught by object lessons or from observation. In his usual enthusiastic and pleasing manner he impressed his hearers that they must turn what they taught to use. Discussion was invited, and Inspector MacIntosh thought it best for teachers to ask Dr. Hall to explain away their difficulties. Principal Hogg and Tibert questioned the value of memorizing towns, rivers, etc, Superintendent MacKay agreed that this should not be indulged in to any great extent.

Mr. Crowe thought that it was both convenient and necessary to know the location of important places and to study maps. Principals Hogg and Cameron also made remarks concerning the use and abuse of this. Principal Ruggles spoke concerning the advantages of a dark room for using stereoptican views to teach Geography.

Mr. T. B. Kidner, of Mechanic Science School, Truro, thought Geography in harmony with his work. The concrete was presented first and then the abstract. Emphasize the sand and clay table for all grades. Dr. Hall thought examinations could be successfully passed if Geography was studied in this way. Examination questions are to test general knowledge.

Miss Harris showed how she taught the Geography of Annapolis

and vicinity, having ample illustrations of bays, capes, watersheds, etc., at hand, and from this she found pupils eager to learn the Geography of the rest of the country.

Principal Trask then showed how by map-drawing on blackboard, the Geography of high school grades could be taught after the same method.

Principal Robinson then by means of a paper and by blackboard illustrations taught a very interesting and helpful lesson on Geometry. He would teach the Axioms and Definitions only as the Propositions called for them. Would take up the propositions in order of their difficulty and importance and would teach the exercises with the propositions as they are really of the same value and involve the same principles. Principal North and Inspector MacIntosh acknowledged the excellence of the lessons. Principals McKittrick, Cameron and J. F. Smith made remarks on methods.

Principal Robinson thought pupils should work exercises for themselves as much as possible.

Superintendent MacKay stated that some European countries had done away with Geometry as in Euclid and had adopted a shorter method.

Principal Longley then read a paper on "Elementary English." Some of the points were that language should be taught first by simple sentences used in reproducing stories and then more difficult words and sentences introduced. Technical terms should not be introduced until called for. The English and composition of the paper was excellent and a lesson in itself. Dr. Hall impressed the unity of all subjects in respect to English and spoke highly of previous paper. Others spoke favorably of the paper both as to matter and composition. Meeting adjourned to 9 o'clock Friday morning.

THURSDAY EVENING.

The public meeting which was held in the Academy of Music was called to order by President Morse, who in a few words complimented the people of the town on their new school building, the best in his inspectorate, and thanked them for their cordial welcome.

Superintendent MacKay being introduced, recalled his stay in Annapolis some years previous and signified his pleasure to be there on the present occasion, together with so many teachers from the three inspectorates. He explained that the Institute was not a mere pleasure trip to teachers but a signal benefit to their schools obtained at some expense to themselves, and should be so recognized by parents and trustees. He spoke of the great divergence of opinion on educational subjects and the difficulty of legislating to suit

the needs, purses and minds of all people in all parts of the province. Trustees should aim to secure the best, not the cheapest teachers. Centralization of schools should tend to give good instruction to all. Education obtained in crowded country schools has its advantages as strengthening the power of initiative. He briefly mentioned the subject of manual training which the government is so generously helping to establish in towns and also country schools.

The next speaker, Mr. Kidner, of the Macdonald Manual Training School, Truro, N. S., elaborated this subject to some length showing its practical value. He showed the bearing to his subject upon drawing and how it tended to develop all the functions, mental, moral, and physical, of pupils. He explained clearly the distinctions between Manual, Industrial, and Technical Schools; mentioned the need in Canada of skilled handicraftsmen for which manual training forms a good basis. Lady teachers may be proficient in this work. Consolidation of schools would facilitate its introduction.

Dr. Hall was now introduced as one of the organizers of this institute. He gave a few educational reminiscences of the last quarter of a century and referred briefly to the subject of previous speaker particularly in connection with rural schools.

Judge Savary then expressed his pleasure at being present, his interest as a former inspector in such meetings, and congratulated the teachers upon their evident zeal.

Inspector MacIntosh spoke of the progress of the schools of Manual Training and Domestic Science in Lunenburg and Bridgewater, which towns work together in employing one teacher. Although pupils doing this work lose some school time the general work has improved. The cost of fitting up a bench for Manual Training is $25.

Meeting then closed with the National Anthem.

Friday Morning.

After the calling of the meeting to order by the President, Mr. Kidner proceeded to give an object lesson on his work, showed models of things that may be constructed from card of bristol board by small children. Instruments such as set-squares, rulers, etc, and material may be obtained for a few cents. This work is both interesting and educative to children. Our schools here are at a great disadvantage because the section does not supply all necessary books and materials like the schools of England and United States, and by so doing lessening the cost. This work demands accuracy and neatness. Don't ask for definitions but evolve them from the work. Make some useful article as soon as possible. Never attempt to teach what you have not done yourself and noted your difficulties. Mr. Kidner showed how difficult figures such as tetrahedron may be easily made. Principals Longley and Shaffner spoke very highly

of the value of the lesson and wished to thank Mr. Kidner on behalf of the teachers. Mr. Kidner had present for inspection a full set of bristol board articles, from the simplest in construction to the most difficult, made by himself and pupils.

B. Havey, Esq., then in his inimitable manner elaborated the subject of Penmanship. Every system has something good in it and has its day. Don't overlook simple things as they are fundamental. Keep pupils in good humor, show sympathy and admonish gently. Teach from blackboard and in classes, encourage and get all enthused. Children cannot write with equal ease but practise will bring the same proficiency. Meeting adjourned to 2 p. m.

FRIDAY AFTERNOON.

At the beginning of the meeting the Financial report was read. The report which showed a satisfactory balance was accepted and the bills ordered to be paid. Principals North and Cameron reported they had audited the Treasurer's accounts for 1900 and '01, and found them correct.

The following were then nominated as representatives to the Provincial Association: Principals, A. W. L. Smith, Bond, Ruggles, Armstrong and Miss L. Harris. Invitations were then presented from Bear River and Weymouth Bridge, Boards of Trustees, inviting the Institute to meet with them in 1903. After some discussion it was decided to leave the time and place of our next meeting with the Executive committee. The following resolution was then passed:

That the thanks of the Institute be tendered to the citizens of Annapolis for the kind reception on Wednesday evening, and for providing the Masonic Hall for the use of the Institute; to the railroads for reduced fares; to the Principal and Teachers of Annapolis Academy for their untiring efforts to make the meeting a success; and to all others who in any way had labored for the good of this Institute.

A discussion on penmanship was then entered on, nearly all being unfavorable to the vertical system. President Morse thought two things necessary to make the teaching of penmanship a success.

1st—Give the correct form.

2nd—Constant supervision.

Principal Ruggles stated that he had discarded the copy book and proceeded to show a method on the blackboard that might be followed.

Rev. Mr. Coffin stated that he had enjoyed the meetings and that they were a benefit to all citizens who attended.

The registration at the session was the largest in the history of the Institute. Meeting adjourned sine die.

A. H. ARMSTRONG,
Secretary-Treasurer.

(V.)

CLARE AND ARGYLE.

L'INSTITUT ACADIEN.

La troisième réunion annuelle de l'Institut Acadien, pour les districts de Clare et d'Argyle, a eu lieu à Meteghan jeudi et vendredi, les 22 et 23 mai, 1902, sous la présidence de M. l'inspector, le Révd. J. J. Sullivan.

L'assistance du corps enseignant de ces deux districts était nombrense ; on y remarquait aussi quelques amis dévoués de l'éducation tels que le Révd. J. Walsh, l'hon. A. H. Comeau, le Prof. J. A. Benoit, de l'Ecole Normale de Truro, etc.

A l'ouverture de la première séance qui eut lieu à 9.30 heures jeudi matin, M. le président fit quelques remarques très appropriées sur le rôle important que joue l'Institut en matière de l'éducation dans nos écoles acadiennes, puis donna lecture d'une lettre du Dr. A. H. MacKay, Surintendant de l'Instruction publique, exprimant le regret de ne pouvoir assister à celle réunion. Il exprima ensuite l'idée que les livres de lecture français devraient être les seuls en usage dans nos écoles acadiennes pendant les trois premières années, et termina en conseillant aux instituteurs de vouloir bien profiter du bienveillant avantage que leur accorde le gouvernment d'aller suivre an cours de conversation (colloquial course), à l'Ecole Normale de Truro pendant les vacances d'été.

Vint ensuite l'enrôlement des membres de l'Institut, suivi de la lecture des minutes de la dernière reunion qui furent adoptées à l'unanimité.

Le premier papier de celle séance fut lu par M. A. G. Pothier, principal de l'école de Meteghan River. Ce travail, préparé avec beaucoup de soin, explique à grands trails les causes principales qui tiennent le salaire de l'instituteur si inférieur à celui des autres classes des différentes professions. La lecture de ce travail donna lieu à de chaudes discussions aux quelles prirent part M.M. James Taylor, Symphorien Le Blanc et Mlle Rose A. Thibodeau. De fortes résolutions furent adoptées à ce sujet. Le Revd. Père Amirault. principal de l'Académie de Clare, fit ensuite une courte conférence sur la 'Littérature française et anglaise," dans nos écoles acadiénnes, au cours de laquelle il toucha les principaux points pratiques concernant l'enseignement de cette branche. Ce sujet fut discuté par MM. A. G. Pothier, Ed. LeBlanc, etc.

La séance de l'après-midi s'ouvrit par la lecture d'un travail intitulé " La nécessité de suivre de but de l'Institut,' par M. Raymond N. D'Entremont, principal de l'école de Belliveau's Cove. Dans ce papier il est clairement démontré que le but de l'Institut ne sera atteint qu' en autant qu' une union plus fraternelle existe entre

les membres de la classe enseignante. Ce papier est longuement discuté par le R. P. Amirault, M. J. Willie Comeau, Nelle Deveau, etc.

Le deuxième est lu par M. Ed. LeBlanc, principal de l'école de Grosses Coques, sur "l'Enseignement de la composition." M. LeBlanc, au cours de ce travail démontre que cette branche est malheureusement trop négligée dans nos écoles primaires, et termine en donnant d'excellentes suggestions aux instituteurs qui, si mises en pratique, produiront de bons résultats. Ce papier est aussè longuement discuté.

Puis vint Mlle Martha Pothier, de l'école de Corberie, avec un papier intitulé, "Politesse à l'école." Cet intéressant travail traite sur la nécessité qu'il y a d'exiger des éléves dans tous les rapports qu'on a avec eux la politesse et le respect; mais pour atteindre ce but, il faut que le maître ou la maîtresse donne l'exemple en respectant ses élèves en toules circonstances.

Après la lecture du dernier papier, quelqu' un suggère que la grammaire (*text-book*), ne devrait pas être mise entre les mains de l'élève qu'après qu'il a atteint un certain degré d'instruction qui puisse lui permettre de s'en servir avec avantage, et exprime le désir de connaître l'opinion des autres membres sur ce sujet. Après discussion, l'Institut est unanime à dire que la grammaire tant française que anglaise, devrait être enséignée oralement dans les écoles primaires au moins jusqu'au septième grade.

Aprés une courte récréation, Mlle Léa Deveau, de l'école de Mavilette, donne lecture d'un excellent travail sur la manière d'enseigner " le Dessin " à de jeunes éleves. Mlle Deveau insiste sur la nécessité de l'enseignement de cette branche, et démontre l'influence qu'elle exerce sur le développement de l'intelligence de l'enfant. Cette étude est agréable à tout enfant, dit-elle, et facilite l'etude de tout autre suject en exerçant la perspicacite et le jugement de l'élève.

Vendredi matin, la séance s'ouvre à 9.30 heures et est consacrée en partie à la discussion suivante, savoir: si les leçons à domicile sont avantageuses ou préjudiciables à l'éleve. A la fin de cette discussion, on passa des résolutions relativement à l'adoption d'un salaire minime pour chaque grade.

L'élection des officiers a donné le résultat suivant:

Président—Revd. J. J. Sullivan.
Vice-Président—A G Pothier.
Secrétaire—Eddie LeBlanc.
Comité Exécutif—Sifroi Pothier, Rose A. Thibodeau, Thérèse D'Eon et Beatrice Gaudet.

La prochaine réunion de l'Institut aura lieu à Tusket Wedge.

R. N. D'ENTREMONT,
Secrétaire.

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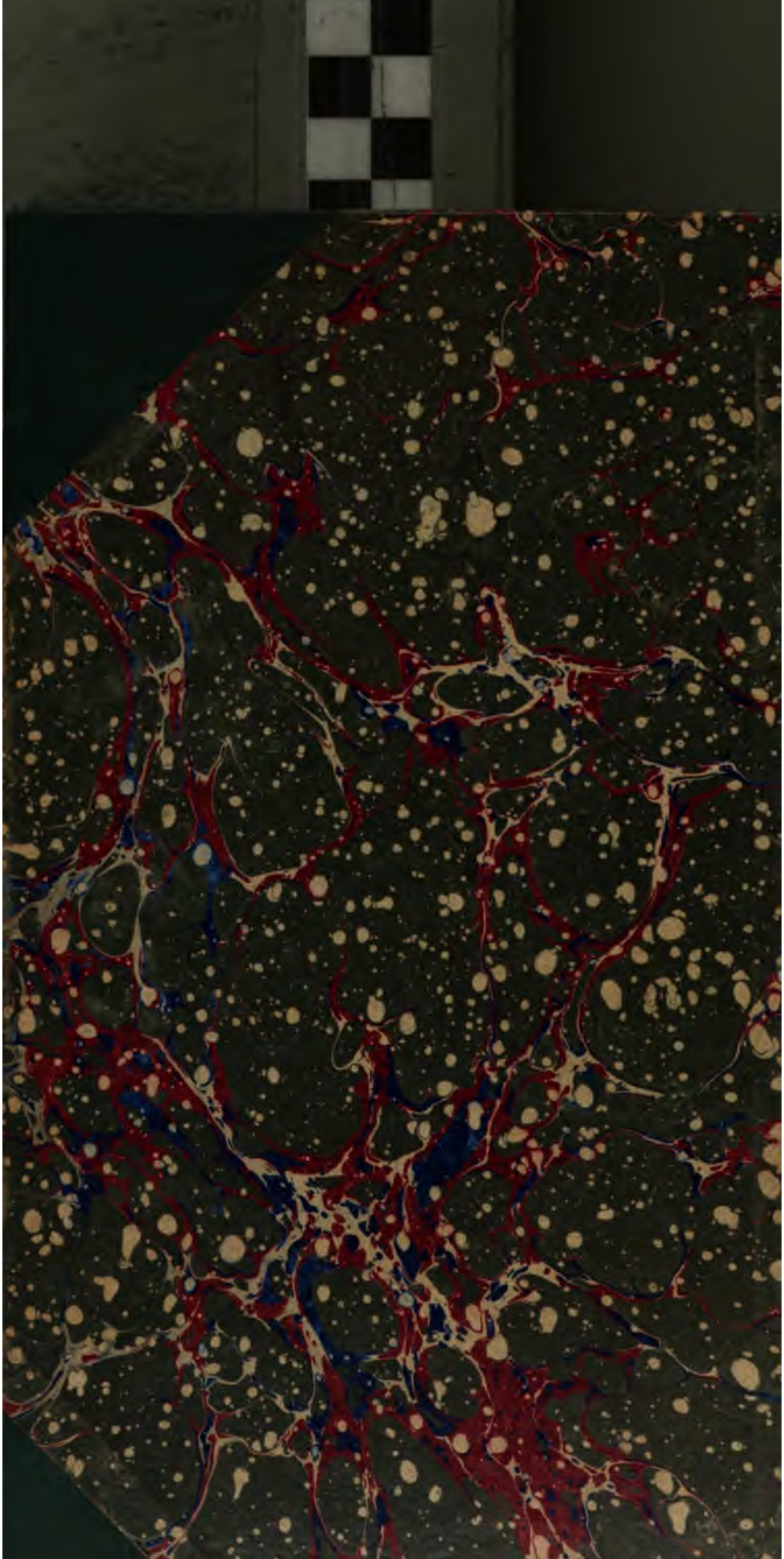
Basement